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The National
PARENT-TEACHER
Magazine

FORMERLY CHILD

ONLY ONE

OF PARENTS AND TEACHERS

February 1956
15 CENTS



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Ruth Steed

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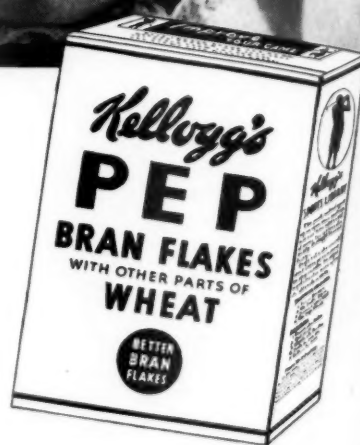
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The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

NO. 6

FEBRUARY • 1936

C O N T E N T S

THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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	PAGE
Cover.....	Pastel by Ruth Steed
Concerning Contributors	2
The President's Message: The Spirit of the Pioneer	
Mary L. Langworthy	5
Advising Young People on Marriage.....	Robert G. Foster 6
First Aid in Home and School.....	Harold H. Mitchell 8
The Home as a Cultural, Spiritual Center—Parent Education Study Course.....	Emily Newell Blair 10
Preference.....	Marie Hunter Dawson 12
In Our Neighborhood.....	Alice Sowers 14
Fathers Are Also Parents.....	Rolland H. Upton 15
Let's Celebrate!.....	Dorothy Blake 17
The Robinson Family: Nancy Is Convalescent	
S. J. Crumbine	18
To Dress Our Baby Bunting In.....	Barbara Schwinn 19
For Homemakers: The Consumer Pays.....	Sue Klapper 20
Editorial: Progress by Planning.....	Alexander J. Stoddard 22
It's Up to Us.....	Alice Sowers and Alice L. Wood 24
Congress Comments.....	33
Democratizing the Congress, 1920-1923	
Winnifred King Rugg	34
Helps for Study Groups.....	Ada Hart Arlitt 37
The P. T. A. at Work.....	Clarice Wade 38
Art in the Life of the Child—A Parent-Teacher Program.....	44
Bulletin Board.....	44
Bookshelf.....	Winnifred King Rugg 47

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SINCE 1932 ROBERT G. FOSTER, author of the article called "Advising Young People on Marriage," has been specialist in family life and director of the advisory service for college women at the Merrill-Palmer School, Detroit. Dr. Foster took his Ph.D. degree at Cornell University in the fields of sociology, economics, and child development. For ten years he was associated with the U. S. Department of Agriculture in rural social organization work with the 4-H clubs. He has taught and has advised young people at the University of Nevada, Cornell University, the University of Nebraska, and has worked at the Institute of Human Relations at Yale.

HAROLD H. MITCHELL, M.D., has done such fine work in teaching children the fundamental principles of first aid that we asked him to send us an article on it. This article, "First Aid in Home and School," shows how giving children a knowledge of methods of first aid forms a link between school and home, for in most cases the children carry it back to the home. Dr. Mitchell is secretary of the Committee on School Health of the American Academy of Pediatrics, and president of the New York State School Physicians Association.

"The Home as a Cultural, Spiritual Center," the sixth article in our Parent Education Study Course, "The Progressive Home," comes from EMILY NEWELL BLAIR. Mrs. Blair is a popular speaker and has contributed numerous articles to magazines. She is the author of *The Creation of a Home*. Recently Franklin and Marshall College, one of the oldest colleges in the country, gave her the degree of Doctor of Letters, for the first time in its history awarding an honorary degree to a woman. Formerly of Joplin, Missouri, Mrs. Blair now lives in Washington, D. C., where her husband is Assistant Attorney General of the United States.

The author of "Preference," MARIE HUNTER DAWSON, has written poems, juvenile stories, plays, and pageants for a num-

ber of publications. She says that her chief interest is her home, which has been the source of inspiration for most of her writing.

ROLLAND H. UPTON, who wrote "Fathers Are Also Parents," is superintendent of the Buena Park School District in California. His first ac-



Alexander J. Stoddard

quaintance with parent-teacher associations is best told in his own words: "My first contact with the P.T.A. occurred twenty-five years ago, when I was in the second grade. The teacher gave me a slip of paper to take home to my parents; and in reading it carefully to ascertain whether it was the kind of thing they ought to see, I discovered that some people planned to form an association in order to bring parents and teachers together. 'Clever idea,' I thought." Even if he had not discovered it before, when he became

superintendent of schools Mr. Upton learned of the great helpfulness of the P.T.A. to the school executive as well as to the parents, the teachers, and the children.

Once more we have an article from DOROTHY BLAKE which we know our readers will enjoy as much as the staff did—whether or not they are planning February parties, which Mrs. Blake writes about under the title, "Let's Celebrate!" A book by Mrs. Blake, *The Diary of a Suburban Housewife*, will be published early in March.

From her experience as both a consumer and a merchandise specialist, SUE KLAPPER has written the article called "The Consumer Pays." She is an authority on merchandise and merchandising problems.

Since the Department of Superintendence of the National Education Association holds its annual meeting in February, it is particularly fitting that the editorial in this issue of the magazine, "Progress by Planning," be written by its president, ALEXANDER J. STODDARD. Mr. Stoddard received his early education and university training in his native state, Nebraska, graduating from the Peru State Teachers College and the University of Nebraska. He later received the degree of M.A. from Teachers College, Columbia University, and has continued graduate study at that university. He received the honorary degree of Ed.D. from the Rhode Island College of Education in 1932. His experience includes teaching in a rural school, principalship of an elementary school, supervising principalship in a small town, and superintendent of schools in small and large cities. He has taught at the Connecticut Summer School at Yale; at Teachers College, Columbia University;

and at the summer school at Harvard University. He did important work on the White House Conference and for the United States Office of Education. Since 1929 he has been superintendent of schools in Providence, Rhode Island.

If You Are Interested In . . .

The Preschool Child, see pages 17, 18, 19.

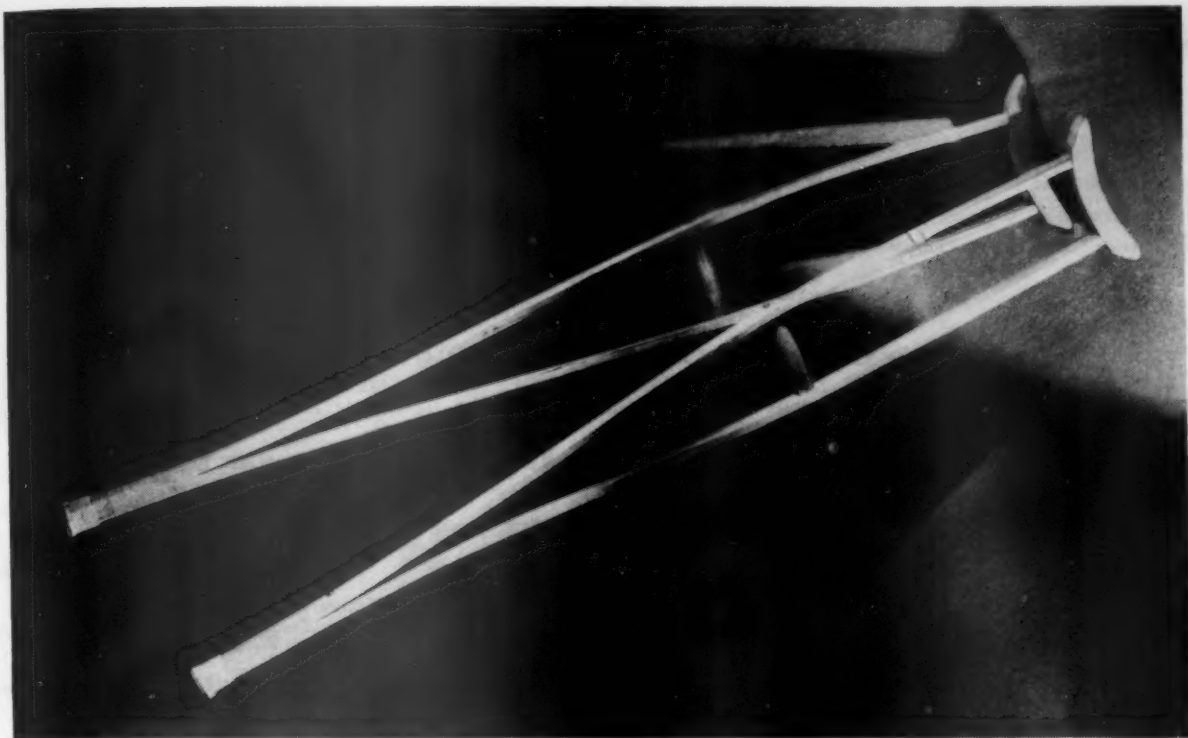
The Grade School Child, see pages 8, 14, 17, 18, 24.

The High School Boy and Girl, see pages 6, 8, 14, 24.

Children of All Ages, see pages 10, 22, 47.

Articles Helpful to Teachers, see pages 8, 15, 22.

P. T. A. Problems, see pages 5, 10, 15, 22, 33, 34, 37, 38, 44.



MONUMENTS TO A MISPLACED TRUST

YOU just can't take chances with germs of infection.

No matter how small the cut, the greatest care must be exercised in dressing the wound, or something serious . . . tragic . . . may happen.

The "sterilized" dressings that you use must be sterilized in fact as well as in name . . . the kind your physician would insist upon.

Otherwise, they may betray the trust you impose in them.

You can't afford to gamble with

any "first-aid" product that is merely marked "sterilized." Look for the name of the maker as well. If it is a known and reputable concern, like Johnson & Johnson, you will have no cause for the least misgiving.

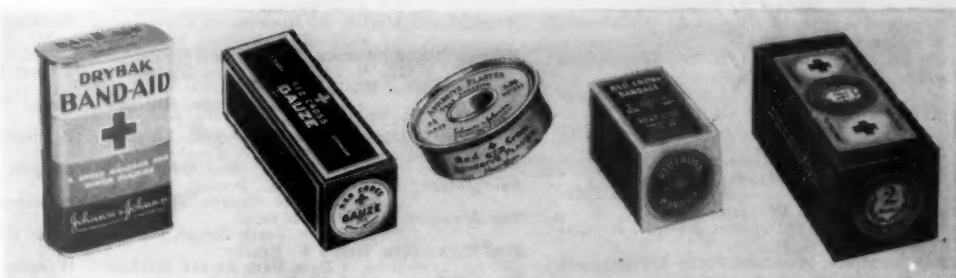
Unlike some "first-aid" dressings of unknown make, which may be sterilized only in an early process of manufacture and subsequently be exposed to germ-laden dirt . . . all Johnson & Johnson products that are marked "sterilized"—cotton, gauze, bandages, etc.—are not

only sterilized in the making, but they are *sterilized again after they are put in the package.*

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The President's Message



The Spirit of the Pioneer

DO we quite realize, I wonder, how much our present civilization, our schools, and our general well-being are indebted to those brave ancestors of ours whom we call our Founders? Not only the splendid women with a vision of what enlightened motherhood could do for the world, the women whom we are proud to claim as the Founders of our own organization, Mrs. Birney and Mrs. Hearst, but those other more fundamental founders, the pioneer women who braved the wilderness in the early days.

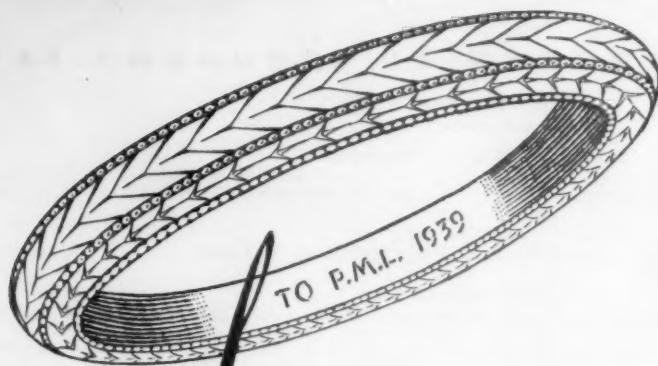
It took courage of the highest sort for our grandmothers and great-grandmothers to leave comfortable, secure, and comparatively convenient homes in the old eastern states to go by covered wagon or by river boat to the prairies or hills of the West. I have recently heard of an ancestor of one of our parent-teacher family, a mother of ten children, herself a middle-aged woman, who followed her husband into Kansas, which was then only a vast prairie but whose soil was rich, fertile, and unused. A business failure at home lost everything but a thousand dollars and the only way to regain a competence seemed to be to try the unknown. How many of us, in these days of comparative ease, in spite of all the depression, could start off in a covered wagon, with such a family and such a sum of money, to brave unknown dangers, without friends, neighbors, schools, churches, stores, or any of the common necessities of our existence?

That those women did brave this new life made possible all the vast midwest and western civilization, for the men could never have accomplished it alone. They could and did till the soil, build houses and schools and churches, but they could not raise families and maintain homes to perpetuate this civilization. If the women as well as the men had not been of the stuff of heroes, we would all be still crowding the eastern shores of our great land.

They were pioneers as our Founders were pioneers and as we must be pioneers. There are new fields of home and school needs constantly being discovered where we must till the soil of ignorance and build new spiritual institutions to house our activities.

Never must we be content with old customs and ideas; always must we go forward with eyes on the horizon, our minds eagerly receptive and our energies ready to cope with new situations. These will lead us into unhappy and painful experiences but in this wise only shall we justify the courage and the heartbreaking toil of our Founders.

President,
National Congress of Parents and Teachers.



Advising YOUNG PEOPLE ON MARRIAGE



by Robert G. Foster

THERE are two ways in which we may help young men and women interested in their relations to the opposite sex and in the questions which center around mating, marriage, and family life. First, we may give them a kind of home and school education which will help them to get a perspective upon what is involved in this life undertaking. Second, as advisers of youth, we may broaden our knowledge and gain better technics in order to give them more adequate guidance.

A great deal has been written about education for marriage and family life which will be helpful to any young person who is contemplating marriage or has recently taken on the responsibilities of a home. However, in the emphasis which has been placed upon the need for education in this field it has been easy to lose sight of the fact that all of one's life experiences, as well as one's hereditary background, are important when considering possible success in a family relationship as husband, wife, or parent. Strictly speaking, there is no such thing as education for marriage and family life apart from the totality of one's general education and experience. In another sense, however, there are certain specific sorts of information and skills which make the task of establishing

a home much simpler and more efficient, and it is training in these matters that is most commonly thought of as being essential to successful marriage and family life.

Let us consider for a few minutes the needs of two young people, let us say Mary Smith and Tom Jones, in relation to home and family interests. They live in the same or adjoining neighborhoods in an urban center, or a farm community, or a village. In their daily lives they are thrown together at school, in church work, and in the neighborhood social activities; and in their high school years and later adolescence they become interested in each other. They attend many social and community affairs together, and may become interested enough in each other to contemplate marriage. As a matter of fact, their friends and the older people of the community have them married off long before the young couple themselves actually settle the matter. The question now is, what kinds of background, training, experience, and philosophy of life will contribute most adequately to the successful adjustment of this couple and to the success of their marriage venture?

It would seem that, first of all, as they have grown up from infancy to the time for marriage, they should

have come to know the meaning of the terms heredity and eugenics. They should have become aware of the elementary facts in these fields, and should know the importance of hereditary factors in their lives and in the lives of any children that might be born of their union. I am not sure that any one agency is responsible for this training, but certainly the school and the home together ought to bear a large share of this responsibility. If the parents feel unqualified to supplement what the school offers in these fields, parent and adult education ought to serve them as valuable aids.

At this point the young couple should also know the importance of good health and good health habits as factors in compatibility and conflict in marriage—how illness, poor health, and undesirable health habits may affect the relation between husband and wife and between parents and children, as well as the vocational, social, and civic effectiveness of the individual family members. These, together with a knowledge of human biology, should form the basis of the training which the home and the school give young people.

As children grow from infancy to maturity they become clothed with many habits, mannerisms, beliefs, at-



First questions of young people of high school age usually involve the etiquette of association with the opposite sex

titudes, and customs which in large measure determine the kind of adjustments they make to various situations. It is these variations in the manner of "soaking up" our culture which give rise in part to the wide differences of personality manifested among human beings. These organisms, already widely different at birth, become more complex and differentiated in growing up and adjusting themselves to the surroundings of their home, community, and national life. In this process young people come to have certain habits and beliefs which make for or militate against good adjustment in their human relationships. It is important that we give young people an insight into their behavior and habits, and help them to understand how their early childhood habits may be assets or liabilities in the task of learning to manage their own lives. Such things as careless personal appearance, lack of personal cleanliness, lack of refinement about the body, food idiosyncrasies, carelessness in leaving clothing and papers strewn about the house, leaving the bathroom untidy, grouchiness, impatience, etc., are breeders of discord and conflict in family life. These apparently minor matters become particularly significant when one considers the possibility that Mary

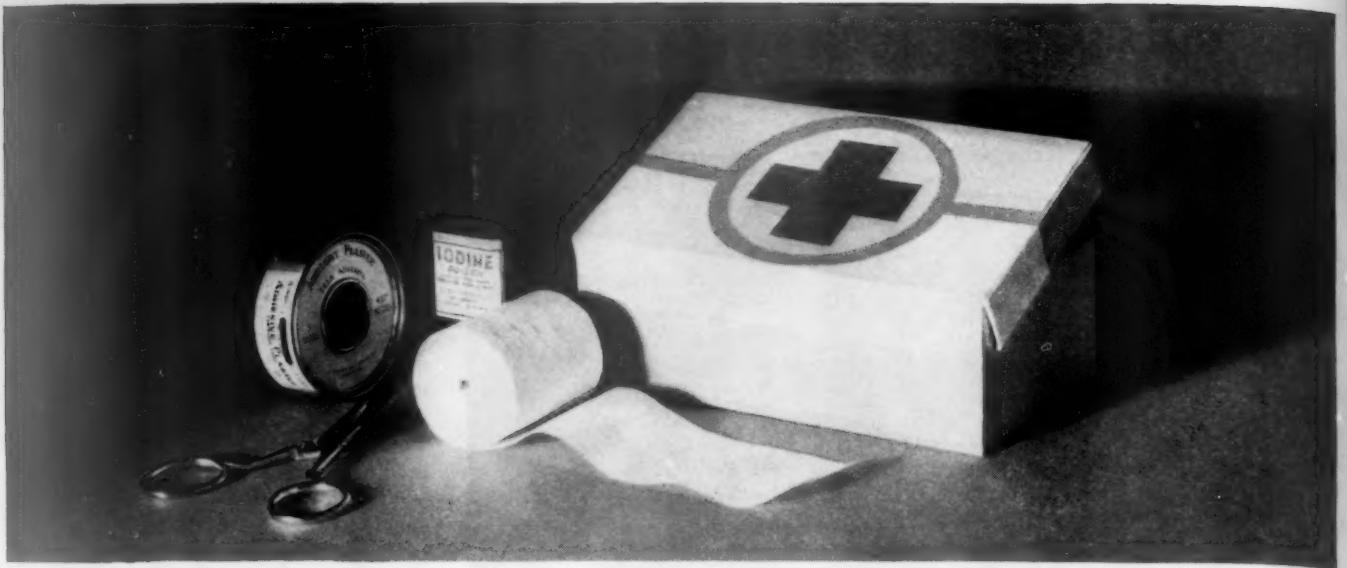
Smith and Tom Jones come from homes where the standards of personal care and hygiene are widely different. If Tom's mother has babied him, picked up his clothes after him, and waited upon his every whim, he will find it difficult to make a good adjustment with a girl who has grown up in a family where each person has learned to assume these responsibilities for himself. The point about habits of this kind is not so much that any particular standard is important for a particular couple, but that they have common standards and a common understanding.

There are also many adjustments which ought properly to be made before marriage. There is, for example, a possibility that Mary Smith has a college education, while her best boy friend, Tom Jones, left school when he finished high school and went to work on the home farm, and now wants to marry and have his wife assume the responsibilities of a farmer's wife. How important is this educational difference? The two may be of different nationalities, of markedly different religious belief; Tom may be two years younger than Mary or ten years older; one may enjoy excellent health while the other lacks normal physical vigor. They may enjoy the same kind of

recreation but hold widely different views about the handling of finances, perhaps because John has grown up in a home where the father handled all of the business of the family and the mother had no part, whereas Mary may have a more equalitarian notion about these matters. There are other significant differences which somewhere in the process of education and training every boy and girl should have an opportunity to discuss and understand in their relation to mating and family life. Such, for example, are questions as to the advantages and disadvantages of postponing child-bearing for a few years while the wife works outside the home, the problems involved where both members of the family work outside the home, differences of opinion with regard to the training of children, differences in standards concerning honesty, attitudes toward in-laws, and continued relationships with friends after marriage. While the school and home do not often have ready-made answers to most of these questions, they are matters on which experience has given us considerable light of which the young person should be cognizant and which should help him to answer his own questions.

There are other questions about home conditions with which young people should be given help. Lack of privacy, lack of labor-saving devices, overwork and fatigue, the presence of relatives, lodgers, or boarders in the home, individual goals that overlook family goals, too much or too limited social life, scolding, nagging, sarcasm, jealousy, deceit, selfishness, extravagance, special attachments to one parent or relative, failure of the wife to keep an interest outside the home, and many other similar matters come within the scope of the education young people need with respect to their family life interests.

ONE can see how complex the problem is, and yet in spite of all the possibilities of error, there are more successes than failures in education in this field. A study made a short time ago of 388 young men and women sixteen to twenty-four years of age shows how simple are their demands as to the qualifications they desire in a mate, and how willing they are to set themselves the task of making their own contribution to the success of the union. The following data are interesting and highly significant in indicating what these young people are looking for in a wife or a husband. In answer to the questions, "What has my wife or husband a right to expect of me?" and "What have I a right to expect of the other person?" the following ten points were given the highest rank. (Continued on page 28)



FIRST AID

IN HOME AND SCHOOL

by Harold H. Mitchell, M.D.

THE CHILDREN WHO POSED FOR THESE ILLUSTRATIONS FOR THE NATIONAL PARENT-TEACHER MAGAZINE ARE PUPILS OF THE PORTER SCHOOL, SYRACUSE, NEW YORK

TWELVE-YEAR-OLD John came to school one morning with a clean, home-made bandage on his right wrist and hand.

"What's the matter, John?" asked his teacher.

"Oh, nothing. Jerry ran into me with his bobsled and cut my hand a bit, but it's all right now."

"But have you done anything for it, John?"

"Mother did. She put some drawing salve on it—some stuff Mrs. Jones gave her once. Mrs. Jones says it'll heal anything!"

John's cheerful assurance led the teacher to forget his hand while she gave an eye to her other pupils, but during the first period she noticed that John was unusually slow with his writing. She noticed, too, that he held his pencil lightly and clumsily, as if his hand were hurting him. So she asked him further about the accident.

It appeared that on the previous afternoon Jerry's sled had skidded as it flew down the steep grade on Academy Street, and had hit John's hand and wrist a severe blow. John admitted that his wrist was swollen and that quite a cut had been torn on the back of his hand. He had run home to get his mother to "fix it" for him. His mother had wanted to take him to the doctor, for it looked pretty serious, but

John had protested, saying that the doctor would only make him go to bed, whereas he wanted to see the big hockey game that night—and besides, his hand didn't really hurt much. So his mother had washed the blood off under the faucet, applied the salve generously, and then bound up the hand with strips torn from a clean handkerchief. But she had told John that if it still hurt when he came back from school, she would insist on his going to the doctor.

All this led the teacher to believe that maybe John was really hurt, so, when the bell rang, indicating that the school nurse was in the building, she sent John off with a note to the nurse's office. The nurse listened to John's story and read the teacher's note, in which she said she was sure John was trying bravely to fool his mother and herself. Then the nurse took off the home-made bandage, wiped off the salve, and looked carefully at the hand and wrist. The swelling, the tenderness, and the bad break of the skin, which had had no antiseptic or sterile dressing, made her fear that the hand might be infected. There was also the possibility of one or more broken bones in the hand. So she sent John to the school doctor. The doctor examined him and decided that an X-ray was probably necessary to find out about

broken bones. After dressing the hand and wrist with antiseptic and a surgical bandage, therefore, he asked the nurse to visit John's mother, explain the situation to her, and suggest that she take John to his own doctor to see what he thought about an X-ray ex-



A dramatic sketch teaches first-aid principles effectively



Tom shows how to bandage a cut

amination as a further precaution.

This story illustrates the confusion and unnecessary risks that may arise when first-aid principles are not fully understood. No one could blame young John for wanting to be brave—or for wanting to go to the hockey game. His mother had the right idea about taking him to the doctor for what looked like a serious injury, but she did not understand how serious it might really be. She evidently knew, too, that broken skin should be protected from dirt, but her “clean” bandage was not clean in a surgical sense, nor was Mrs. Jones’ salve likely to be of the slightest use either as an antiseptic or for drawing out the inflammation. The mother did her best to protect her boy with the knowledge and equipment at her command, but it was a pity that neither she nor John knew what risks they ran.

Nor was the school entirely blameless. True, teacher, nurse, and doctor did what they could to remedy a bad situation, but it is evident that John and his schoolfellows were not being taught to look after themselves or to realize what first aid involves.

As an illustration of what I mean, let me quote a short sketch I once saw put on by a school doctor and two or three youngsters. The sketch was staged during a parent-teacher meeting, with no stage properties other than a first-aid box from the principal’s office.

SCHOOL DOCTOR (to audience): I’m going to play I’m the teacher today. I know I’m a better doctor than teach-

er, but I’m going to play it anyway. We have a new scheme we want to show you.

(Doctor sits down at teacher’s desk. Enter Jane with first-aid box.)

DOCTOR: Hello, what’s the matter, Jane?

JANE: Scratched my finger. One of the girls was swinging her pen round just as I passed, and the point scratched me. Look.

DOCTOR: I see. Well, what are you going to do?

JANE: Put some antiseptic on. I got the box from Miss Brown’s office. Shall I get the iodine out? (Doctor nods. Jane gets out iodine and dabs some on her scratch.)

DOCTOR: That’s right. Do you think you need a bandage?

JANE: Oh no. It’s such a little scratch, and the iodine will kill the germs, won’t it?

DOCTOR: I should think so. If it doesn’t heal up in a day or two we’ll let the nurse see it. Off you go!

(Exit Jane. Enter Tom with mercurochrome on hand to represent cut.)

DOCTOR: Well, Tom, what’ve you been doing to yourself?

TOM: Just cut myself a bit. I was

an antiseptic on a cut like that?

TOM: To kill the germs. Some may have got in from the knife.

DOCTOR: Right. What about a bandage? It’s a pretty deep cut.

TOM: Might be wise, I suppose. I don’t want to get more dirt in.

DOCTOR: I should say not. Can you find a bandage the right size?

TOM (taking out sealed envelope containing individual bandage made of a pad of sterile gauze on a strip of adhesive tape): This one ought to do, oughtn’t it?

DOCTOR: Yes. Can you put it on without touching the part that’s going next to the cut? You want to keep it sterile, you know.

TOM: Sure. See? (Puts on bandage.) That’s O.K. now.

(Exit Tom. Enter Rose, limping, with ink on knee to represent a scrape.)

DOCTOR: Another fall, Rose? You should be more careful.

ROSE: I was racing Janet, but I slipped on the gravel. May I help myself? (Opens box.)

DOCTOR: Of course you may. What are you going to do? Wash your knee with water?

ROSE (shaking head): You said not to—unless it was boiled water. I’m going to use peroxide.

DOCTOR: Good girl to remember. There’s the absorbent cotton. Use plenty, and wash the gravel all out. And the peroxide will help kill the germs. (Rose washes her knee with peroxide. Bends it experimentally.)

ROSE: There. That’s clean, I guess. Should I put iodine on, too?

DOCTOR: It might be a good idea, to be quite sure of those germs. (Rose puts iodine on.) Now what about a bandage?

ROSE: And some of the sterile gauze? Do let me. I’ll only touch the edge with my fingers, like you said.

(Doctor nods. Rose puts on sterile gauze and bandage. Doctor inspects bandage, approves, and both exit—Rose carrying box.)

If young John in my first story had been taught first-aid principles in this way, supplemented by experience in the classroom, he would never have taken the chance he did. If John’s mother had ever seen such a demonstration, or had been told about it by her boy, she would probably have had some reliable antiseptic and surgical bandages, at least, ready for emergencies.

SMALL accidents, such as cuts, scrapes, bumps, and bruises, are always liable to happen when active children get together; and everybody, including the children themselves, should know (Continued on page 32)



Rose demonstrates what to do about a scraped knee

sharpening a pencil and the knife slipped.

DOCTOR: Here’s the first-aid box. What’re you going to put on it?

TOM (taking iodine bottle out): Iodine, I guess.

DOCTOR: Do you know why you need

The



Home . . . as a

THE first step in a discussion like this is to define our terms. What do we mean by the words, "cultural" and "spiritual"? In common usage they by no means go together. "Culture" is used to indicate the result of mental cultivation: refinement and enlightenment, learning and taste. That man, or woman, is considered "cultured" who has read the best books, seen the best pictures, heard the best music, and can, because of this acquaintance, evaluate new books, new pictures, new music. The realm of the spiritual is definitely excluded.

Yet is this all that "culture" includes? Literally, the word means "cultivation, tillage, care." Applied at first only to the act of preparing the soil for crops, it came to be used to denote the promotion of improvement in plants. Then, metaphorically, it was applied to the improvement and culti-

vation of an individual's mind. It was not until the nineteenth century that this metaphorical use was dropped and "culture" defined, to quote Matthew Arnold, as "acquainting ourselves with the best that has been known and said in the world and thus with the history of the human spirit." Since then, it has been considered by most people to mean the improvement of the mental faculties by education.

Now the advantages of education are not to be questioned. Nor that it is to be had through acquaintance with the best that has been written or otherwise presented to man. Nor can it be denied that the home which brings the child into contact with good literature, good pictures, and good music becomes a center for this kind of culture.

Long ago, Lord Bacon said: "The culture and the manœuvre of minds

in youth hath such a forceable (though unseen) operation as hardly any length of time or contention of labor can countervail afterwards."

But is "culture" limited to acquisition of knowledge, the refinement of taste? Let us see. In the *Century Dictionary* we read: "The word is now applied to the improvement of the whole man, bodily, mentally, and spiritually, although bodily training is not prominent unless specially mentioned; the moral and the spiritual are jealously included."

Follows a quotation from Shairp's *Culture and Religion*: "When applied (culture) to the human being, it means, I suppose, the 'educing and drawing forth of all that is potentially in a man,' the training (of) all the energies and capabilities of his being to the highest pitch, and directing them to their true ends."



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**This Is the Sixth Article
in the Parent Education
Study Course. An Out-
line for Use in Discussing
it Appears on Page 37**

CULTURAL, SPIRITUAL CENTER

by Emily Newell Blair

Here we have a wider definition of "culture." Not only does it mean the development of a man's mental faculties, but the development of his spiritual ones as well. Far from being exclusive of the spiritual, it requires its inclusion.

But let us define what we mean by "spiritual." This word, too, has many meanings for many people. To some that man is "spiritual" who follows a certain code of morals which includes what he eats and drinks; to others, a man who devotes himself professionally to good works. I have heard a woman who was a complete sensualist called "spiritual" because she was kind to the poor; a man who was a bad husband, a bad neighbor, because he could preach beautiful sermons.

What does this word "spiritual" really mean? "Of, pertaining to, or being spirit." But what does "spirit"

mean? If we go again to the dictionary we have our choice of fourteen definitions. We can take that of the primitives: "An invisible, corporeal thing of an airy nature." Or we can choose that of the Christian theologians: "The principle of life conceived as a fragment of the divine essence breathed into man by God." Or we may accept that of the modern German philosophers: "The highest mode of existence." Very different these definitions seem. Yet common to them all is the implication that some immaterial, incorporeal qualities exist potentially in man which transcend what we call human nature. "The higher endowments of the mind, especially when considered as of divine influence," one definition has it. "Freedom from worldliness and from attachment to the things of time and space," another.

To be cultured, then, today, in the broadest sense, requires not only a knowledge of the best that has been thought, not only a refined taste; it requires also the development of certain qualities so excellent that they seem superhuman.

It does not follow, however, that because one must be spiritually as well as mentally developed in order to achieve "culture" the one follows the other. Appreciation of a sonata does not inculcate love in the listener. The ability to appraise a great book does not make one honest. We, of this generation, had a spectacular demonstration of this fact when two youths of brilliant intellects perpetrated a dastardly murder. Every day we see people who have been denied educational opportunities who possess spiritual qualities to a high degree, and persons of outstanding intellect

who are spiritually bankrupt.

It is important for parents to get this matter straight. Too often in the past they have assumed that if only they could give their children educational advantages, surround them with beauty in the home, spiritual qualities could be left to take care of themselves. The two are not synonymous; even though synthesized, they do not always produce "culture."

Mental development has to do with the cultivation of those faculties of the mind whereby man apprehends beauty, logic, reason. Spiritual development, with the cultivation of qualities which his mind tells him are superhuman, yet which he hopes that man, by a process of evolution, may attain. Mental development enables him to appreciate the world he lives in and to adjust himself to it. Spiritual development, to strive for a world which should be.

Let us put it another way. Through the development of his mental abilities, man is enabled to express his ego—either by the production of literature, art, music, or by appreciation and knowledge of it. Spiritual qualities express an alter-egoism by which man transcends the limitations of his ego.

In each of us are two impulses that often war against each other. One is based on the necessity for self-preservation. It is common to all animals. In human beings it is often sublimated in the urge for self-expression—the desire to be seen, heard, recognized. In America, we call it success. The other is the impulse to spend ourselves, to lose ourselves in a higher good—in other words, an urge for self-sacrifice. It is to this feeling that patriotism makes its appeal, religion, social service. We see it today driving Italian youths into Ethiopia, making Ethiopians defend their land at the cost of their lives. Give man something he believes worth dying for and he forgets the desire to survive.

Psychologists tell us that in the normal man egoism and alter-egoism must come into balance. To sacrifice oneself wholly for others is abnormal; to be unduly selfish, abnormal. To make the proper adjustment to society—and this is what psychologists mean by normal—one must not be wholly swayed in either direction. Yet it must not be forgotten that the world has moved because of those abnormal ones who sacrificed themselves wholly. Nor that on alter-egoism Christianity was founded. What is the Sermon on the Mount but rules for a practice of alter-egoism, a practice, so the Great Leader said, which would usher in the Kingdom of God on earth. To adjust ourselves to the world we live in is certainly desirable; yet we must not

forget our responsibility to develop the world that could be. To develop such a world calls for alter-egoism. And alter-egoism calls for the development and exercise of spiritual qualities.

WHAT are these qualities? They may be reduced to four. Develop these four and all the rest will follow. Honesty, purity, unselfishness, and love. The practice in our lives of these four



PREFERENCE

by Marie Hunter Dawson

No satin or plush or fanciful lace
Or garlands of roses encircling a face,
No poet's sweet dream in well-measured line
Extols a fair lady on my valentine.

A piece of brown paper, by hands torn apart—
By baby hands, too—the shape of a heart;
So ragged and jagged, but meant just for me,
With wee little scrawls only love's eyes can see.

I crave for no jewel or glittering thing,
No song of a poet, no gift of a king;
Just give me my paper heart, ragged and queer,
And I'll lay it away with the things I hold dear.

qualities is what we really mean when we talk about the spiritual life. To make the home a spiritual center, then, is to make it a place where these qualities are developed through exercise.

This would seem so obvious as not to merit an article. Yet how many homes are centers, not where these qualities are exercised, but centers of deceit, of corruption, of selfishness and resentments, jealousies and envies? Homes where the parents so sacrifice themselves to the child that the child never learns the meaning of unselfishness. Homes where the talk, the plans are so selfish that the child imbibes from babyhood the jungle ethics. Homes, too, where the parents

themselves practice these qualities and accept their value but never think of the home as the center where the children must learn them. I remember such a home. The parents spent themselves generously in loving and unselfish public service. They had the highest ideals. But the children, never having been imbued with the same ideals, associated with their parents' activities the discomforts they experienced because of them, and so reacted against all unselfish service, becoming militant go-getters themselves.

It is not enough that parents practice these qualities themselves. They must devise methods whereby the child develops them. It is not easy in this modern world. Pedantic sermons will not do it. Not even family prayer or grace at meals. Parents must live themselves a quality of life which the child senses. Yet few the parents who can feel they so have this quality of life that mere contact with them will inoculate their children. Even Christ had to find other means than mere contact to lead His disciples to His way of life. Some technic, some method, is necessary. Yet obviously a mere hard and fast ritual will not do it. There must be developed a practice of these qualities.

HOW can this be done? Let us take as an example the matter of honesty. Scarcely a mother ever lived who did not, sometime, have to explain to her child this business of meum and tuum. Usually she gives a lengthy dissertation on the evils of stealing. Sometimes she forces the child to make restitution. But does the child, therefore, know what the practice of honesty involves? Between the taking of the dime from his mother's pocketbook and the lie he told his schoolmates about it, he sees no connection. How can he, when he sees his mother keeping something from his father, or telling him one thing and doing another?

But suppose that the child had always been encouraged to tell his parents what he actually thought. Suppose the parents, too, said to each other what they really thought. Suppose when these parents had deceived each other or him, they confessed that they had. Suppose it was the thing in that family not to appear good—and so say what one was expected to think—but actually to be good so that when one failed there was no purpose in fooling any one about it. Then the child would come to realize the difference between honesty and cheating, reality and pretense. He would realize that what was wrong was not revealing his thoughts but having them, and so come to know that there was nothing

to be accomplished by lying about them. He would realize what honesty involved because he would be practicing it in a way which he could understand. More, the child would be free of those repressions that result from the fear of discovery. Confessed, his thoughts would even disappear.

Or take temper. Suppose, instead of punishing her child for an outburst, a mother wisely investigated the cause of the irritation packed away in the recesses of the child's ego, the hurt-ness, the selfishness, the envy, whatever it was. Suppose she treated this not as something to be concealed but as something to be got rid of. Suppose she told the child of some similar feeling she had once had and why and how she had rid herself of it. Again the child would realize that what was wrong was not the outburst or the revelation of the causes but the causes themselves.

To do this the mother would herself need to be honest with her child. She would have to reveal to him the causes of her own outbursts of ill-temper, her own dishonesties. It would not be easy. But it would give the child a realization that what is desirable is not to appear honest and loving but to be honest and loving and, seeing that not even his mother could be honest and loving without effort, he would realize that they were qualities to be striven for. He would come, therefore, to practice them rather than to pretend them.

What a change such a practice would produce in many a home! No longer would it be a place where each member of the family lived in a world of his own, with secret reservations, secret hurts, secret animosities, jealousies, carefully guarded behind a false exterior of pretense. It would become a laboratory wherein its occupants strove to develop those qualities whereby man seeks to become a superior being.

What such a home would mean to a child! A spot where all was open, all understood, all shared. He would have a conception of honesty which nothing could shatter. He would understand what fellowship is.

And how adapted is the home to become the laboratory for such an experiment in the development of the qualities that make for alter-egoism?

It is only in the home today that the environment necessary to such an experiment can be controlled. In the busy world outside are conditions which we cannot control. But unfriendly, antagonistic influences can be kept outside the home. Those factors necessary for the success of the experiment can be selected and brought in. To make a home into such a laboratory is to make

it a cultural, spiritual center. Then, from that center would go out men and women to carry into the confused world the qualities so greatly needed to bring order into it.

To realize what the home could do for children and, through them, for the world, one should read that little book by Olive Jones, *Inspired Children*. In it she gives a glimpse of what a new Children's Crusade could do for the world.

"BUT," I can hear some parent say, "what would happen to a child so

"Real education always points somewhere and goes somewhere. It has what we call 'real significance.' It is quite obvious that if we are to advance beyond the relatively dead education that has been so largely in evidence and that has taken so much of the zest out of education for our young people, we must once more breathe into it the breath of significant life. Somehow we must turn our schools into places where children are active in ways that have not only interest for them but meaning. . . ."

"School education that pays no attention whatever to the home is likely to go on the rocks. This is one reason why the forward-minded school administrators and teachers are more and more eager to bring parents into close relation with the school. The parent-teacher association movement throughout the country is a healthy sign of our belief that to disconnect the parent from the school is to commit educational suicide. Also, there is a growing feeling that inasmuch as many of the troubles of children have their origin in home conditions, it is essential that the school have the opportunity of visiting the homes and helping in the solution of children's problems. To this end, the visiting teacher is becoming an increasingly necessary part of the school system. We might reverse the proposition, however, and say that the visiting mother and father should also exist in increasing numbers."

—H. A. Overstreet.

trained and developed, once he got out into the world where such qualities are not practiced?" I apprehend no mother ever envied Mary at the foot of the cross.

I once asked this very question of the dean of a men's college.

"It is wonderful," I said, "what you do for these boys you graduate. But I am wondering if it is fair to them to turn them out with these ideals of *noblesse oblige* into a go-getter world. How can they survive in it?"

He looked thoughtful for a moment and then answered: "You do not know, nor I, what kind of world these boys will live in. It may be that in the world of the next thirty to fifty years or more the qualities they have developed will be more useful and so bring them greater rewards than those of the boys who have been trained in the go-getter philosophy of our day. The only safe training for any new generation is that based on those values which men have learned through the centuries to be enduring, the highest we know of."

He was right. We do not know what kind of world our children will live in. If we follow a passing fashion in morals and standards, we may be raising our children to be the failures of a new civilization which may demand other standards. On the other hand, if we strive to develop in them those standards shown to be enduring through the collapse of many civilizations, the highest we have yet had set before us, they may become the leaders of the new day. But whether they do or not, having given them values which are independent of time and space, we shall have equipped them to find satisfactions whatever the passing standards of their day.

Moreover, to do less is to evade our responsibility as parents. For, having brought them into being, we must, so far as we are able, see that they realize to the fullest all the potentialities of being. To do this, we must not only surround them in the home with beauty, that refinement of taste may be developed; not only there acquaint them with the books which record the best that has been known, that understanding be developed. We must also in that home practice those spiritual qualities by means of which man strives to become more than man. Not otherwise will they enter into their heritage of culture. To do less than this is to deprive them of their birth-right.

SUGGESTED READING

- Blair, Emily Newell. *The Creation of the Home*. New York: Farrar & Rinehart. \$1.
Jones, Olive. *Inspired Children*. New York: Harpers. \$1.25.
Parent Education Fourth Yearbook. Artman, Joseph M. "The Child's Religion."
National Parent-Teacher Magazine. Blank, Dorothy Ann. "A Lasting Heritage." December, 1934.

"IT'S time to do the dishes." How many little girls hear this, day after day? And, because dishwashing seems always to come at the time of the best radio program or when only a few minutes of daylight are left for playing outdoors, they come to hate the very sight of those dishes.

"You may go when you have finished your dishes." To many of these little girls, long after they have grown to womanhood, that word "your" sounds a challenge which calls them to do battle, even though it must be done silently or by muttering to themselves.

I wonder how many mothers recalled such memories of their childhood when they discussed this month's question: *Alma, aged thirteen, has so many extracurricular activities, in school and out, that she does not arrive home in time to help her mother with any of the housework so she is expected to wash the dishes. This makes her unhappy and resentful.*

One mother, in North Bergen, New Jersey, feels that the home has the right to expect some of each child's day. She says, "If I were Alma's mother I should investigate very soon why she is so taken up with her activities that she is not permitted more time at home." As one solution for the problem she suggests that "the next time Alma stages a revolt at doing some task about the house, I too would revolt when next she expressed a desire for money, that pretty hanky, or that new dress. She should be reminded that she has no right to expect these things if she cannot grant a favor now and then to her mother and to her home." Near the close of her letter, however, this New Jersey mother does recommend that a child be given a variety of tasks about the house.

A Bridgeport, Connecticut, mother of two daughters, aged thirteen and sixteen, writes: "Each girl has her own bedroom and takes all the care of it. On Sunday they assist with the dinner. I feel this is all I can reasonably require of them except occasional errands. During vacations they have more time to try their skill at running the house."



PATCHETTE BY HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

From South Bend, Indiana, a mother advises a "better insight into the home life of Alma's family for the cause of the resentment." She says: "If her mother is worried about finances or tired after her day's work, perhaps she makes the dishwashing a demand rather than a request. Even grown-ups resent demands." Other suggestions are: "Try making a racing game out of the dishwashing by doing some other task at the same time, perhaps changing about now and then."

The following suggestions were made

MILTON IS A "POOR SPORT"

Milton, aged fourteen, has an alibi ready at all times. His teacher "gave" him the low grade; the other team stole his team's signals; he misunderstood what was told him. His parents want him to learn to face his own mistakes and would like to know what other parents have found to be the cause of this habit and what solution proved successful.

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood and write us? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before February 10. The answers will be printed in the April issue.

when this question was brought up during a parent education leadership conference at Madison, Wisconsin: (1) Is she left alone in the kitchen? Try having some one help her. Doing the work may mean less than being left alone with it. (2) Does she understand the connection between her lateness and the task? Give her a choice of work, if it is at all possible. Perhaps she would prefer arising earlier to do her share of other housework before she goes to school. (3) Is she tired? Investigate her extracurricular schedule. Perhaps it is too heavy and her day too long. Resentment may be caused by irritation due to fatigue.

Nor are all our suggestions from mothers. I have left for last a letter from a Michigan father because he

—but let him speak for himself. "At a party last evening we discussed your question about Alma and dishwashing. Every woman present, except one, said she disliked washing dishes and the exception qualified her remark with, 'I do not dislike washing them; what I do dislike is the time when it must be done, which is usually right after a meal or when I am dressed for the afternoon or evening.' My wife and I were the only parents present who could say our daughter does not mind washing dishes. And, because I took part of the credit for her attitude, I was delegated to write to you. When our Mary was about ten years old we realized she was doing nothing much to help around the house. In discussing what we could do about it, I left the main details to my wife but made one request. I said: 'Mary should help with the housework but she should be learning while she is doing it. Too many mothers who do not like to wash dishes themselves hand this work over to the girls as soon as they are old enough to do it. Any girl of average intelligence can learn all there is to learn about dishwashing in about one week's time. After that it becomes drudgery. So give Mary opportunities to do all kinds of housework and cooking.' This plan has been followed and even today, when she is twenty, Mary does not dislike washing dishes."

FATHERS

ARE *also* PARENTS

by Rolland H. Upton

EVERY child has one male parent. This is a natural law and it cannot be changed. Nobody can change it. Our own government couldn't change it even as an emergency measure. Hitler, Mussolini, and Stalin sending out proclamations in relays couldn't change it. It's a law that is a law!

Parent-teacher associations make no effort to alter this law. They just ignore it. If a visitor from Mars were to drop in on a P. T. A. meeting he would get a distorted idea of parenthood. The visitor would be told that the name of the organization was the Blank Parent-Teacher Association. Just how he would be told this I don't know, but a good chairman of the Hospitality committee would find a way. After segregating the teachers (a task which should be easy, even for a Martian) he would look around for parents. Of course we have no data to go on but it ought to be safe to assume that people on Mars are divided into two or more sexes. Imagine, then, the surprise of the visitor when he discovers that all parents on the earth are mothers.

Personally, I don't care how surprised a man from Mars gets. But just for the benefit of us folks here in our own private world I would like to see more fathers at P. T. A. meetings.

I would like to see this because the need for cooperation between fathers and teachers is fully as great if not greater than the need for cooperation between mothers and teachers. The

job of educating a child does not begin at nine in the morning and end at four in the afternoon. It is a twenty-four-hour program and, as a consultant, Father is indispensable. It has been said that all elementary education and

P. T. A. and for a long time Father has been A. W. O. L. Perhaps he has kept his P. T. A. membership, along with his religion, in his wife's name. In that case, the one has done him about as much good as the other.

Numbered among my best friends are officers, both high and low, of the P. T. A. I should hate to lose their friendship but I have decided to talk sternly and fearlessly with them. Something tells me that it will hurt me worse than it will them, but I am going to do it for the good of their souls and the betterment of the association. I am going to tell them things that even their own best friends won't tell them. I am going to tell them *why* Father doesn't come to P. T. A. meetings. *He doesn't come because he isn't welcome!*

As I read that last italicized sentence in cold type the enormity of what I have done in saying such a thing sweeps over me. From Maine to California I can see presidents and committee chairmen rise in protest. "Why, you poor ignorant so-and-so," they are saying, "don't you know that Father is welcome at our meetings? He's so terribly welcome it's almost pitiful. We greet

him at the door and make a fuss over him and call every one's attention to the fact that he's there. We even count him twice for the room attendance prize. What do you mean by saying he isn't welcome?"

Well, ladies, I can only repeat what I have said. You may feel a warm



"Not until Father is given a chance to put down the tea things and pick up a rug beater will he become a member of the gang."

most secondary education has been rather thoroughly feminized. As an educator I resent this charge, although I fully recognize the facts upon which it is based. From the time a child enters kindergarten until he is ready for college, the feminine influence is strong. Father is badly needed in the

welcome in your heart for Father but you haven't succeeded in getting it over to him. When you court a man after the manner of a desperate spinster approaching her final forlorn hope, what you are doing cannot be described by the word "welcome." The only emotion you release in your subject is fear. I admit that Father is a supersensitive old introvert and he ought not to behave the way he does. I know the ladies aren't keeping him away and all he has to do is come to the P. T. A. (when it meets in the evening) and make a place for himself. Father hasn't been mistreated, he has just been mishandled. Man is a timid animal. As an individual every woman knows this and takes it into consideration when she stalks her prey alone. But when she hunts with the pack she loses some of her skill.

There are two recognized methods for getting Father out to the P. T. A. meeting. One is to put one of his children on the program. The other is to have a Fathers' Night.

Let us examine the first mentioned method. Father comes out for just one purpose: to see his youngster perform. He arrives at the meeting and sits in the twelfth row of the school auditorium wrapped in a thick shell of indifference until Junior comes out on the stage. Then he comes to life, worries for fear the poor lad will do something wrong, and finally goes home more convinced than ever that his boy has a great future. Did he contribute anything to the P. T. A.? Not unless some one passed a hat. Did the P. T. A. contribute anything to him? The P. T. A. didn't even dent him!

As for Fathers' Nights, the phrase itself is a dead give-away. It ought to sound as funny as "Drug Department" in a drug store. If Father is a parent—and most people admit he is—why have a special night for him in a parent-teacher association?

IF I may say so, ladies—and I say so with a good deal of timidity—you will have to change the present psychological structure of the association if you ever seriously hope to include the men. As it stands, the structure is a ladies' house with a room or two tacked on for the gentlemen. It is rather a nice house and perhaps you don't wish to disturb it, but should you ever decide to make the men really comfortable, you will have to install a billiard table and hang a pair of antlers over the fireplace.

The average father thinks of a P. T. A. meeting in about the same way he thinks of a bridal shower. Welcome or not, he doesn't feel at home. Suppose, Madam P. T. A. President, some one came up to you and chal-

lenged you to get fifty men to attend a bridal shower; suppose you had to do it to win a bet. How would you go about it? It would be a difficult undertaking and you would have to do some serious thinking. In the end you would accomplish your purpose by using masculine rather than feminine psychology. You would probably get the prospective bridegroom mixed up in the affair and the boys would understand that they were slated for just as good a time as the girls.

There are parent-teacher associations where the men are as vital and almost as numerous a factor as the ladies. This is not true in a large proportion of the associations but where it is true the men are there not because they are fussed over, but because they are put to work. Not until Father is given a chance to put down the blue china cup and the tea biscuit and pick up a rug beater will he stop being a visitor and become a member of the gang.

If Father is going to be put to work he will want a man's job. Almost any association yearbook under the heading of "Fathers' Councils" should give enough excellent suggestions to keep him busy for a while. I quote from the 1935-36 yearbook of the California Congress:

Fathers are interested in juvenile protection, safety, evening programs, field days, athletics, legislation, Boy Scout sponsorship; appoint men to such chairmanships.

Give an interested man or two a place on the executive board.

Hold evening meetings more frequently; plan a program to interest fathers as well as mothers; give the men complete charge.

I now feel much better. Up to now I have been more or less on my own, but with the great California Congress to back up my statements, I can proceed with all the lights ahead flashing green.

The name of this organization wasn't chosen by accident. The leaders considered things rather carefully and decided that "Mother-Teacher Association" would not cover the subject. They wanted the fathers. For forty years they have been wanting the fathers, and they still want them.

There is another item of consideration fully as important as the unquestioned need for fathers in the P. T. A. It is the very evident need of fathers for the P.T.A. The average male parent's interest in his child's school is limited largely to bond elections, tax rates, and report cards. It was Mother who brought the little tot to kinder-

garten. It, very possibly, was Mother who sat on a chair twelve inches high from nine until ten-thirty that morning and watched her chance to slip out without her absence being detected by the five-year-old who hadn't been away from home before. Mother was the one who visited the first grade teacher and explained that her child was a potential genius and should be treated accordingly. Mother made cookies and brought them to the third grade Christmas party. Mother drives over to the school on rainy afternoons and picks up the youngsters. Mother would know about schools, whether there was a P. T. A. or not. Dad signs report cards.

Dad wouldn't feel exactly right about going to school some afternoon, introducing himself to the brown-eyed sixth grade teacher as Junior's father and suggesting that they get better acquainted. It would be all right, you understand; but you know Dad. Mother could do it. Perhaps she has done it. But Father needs a different atmosphere in which to meet his children's teachers. He needs the P. T. A.

Of course, a good many fathers do visit the schools their children attend, but far too often the visit is preceded by some kind of trouble. Sometimes it is trouble which might have been avoided if a better understanding had existed. Any interview arising out of such circumstances is painful. How much better for all concerned when it starts with a greeting between two friends rather than the query, "Are you the principal?"

Father ought to have a chance to meet the baseball coach Junior talks about at the dinner table. He ought to have a chance to swap a couple of yarns with him. Things like that react surprisingly for the betterment of Junior. The people most concerned in his welfare ought to be good friends.

The parent-teacher association is the only organization equipped to furnish Father with this opportunity. It is furnishing it to thousands of fathers every year. But there are tens of thousands of fathers who think of it as a women's club. They will continue to think of it as such as long as they are treated as guests, even though they occupy the seats of honor.

(*Editor's Note:* We know that there are many such parent-teacher associations throughout the country and we should like to know how they have stimulated a broader interest and participation and whether or not their plan followed, fundamentally, the ideas brought forth in Mr. Upton's article. We know that where fathers do take an active part in the P. T. A., all profit from this interest.)



PHOTOGRAPH BY NESMITH

LET'S CELEBRATE!

by Dorothy Blake

FEBRUARY always reminds me of that authentically antique joke of the wife who says brightly, "Darling, we've been married twenty years!" And her husband who replies, "I suppose you're right—but it does seem longer."

February may be, according to all records, a short month—but it does seem longer. One reason is that we are all, by that time, fed up on winter and all its works. Another is that there are two holidays (though in some states only one) and St. Valentine's Day; and holidays for the children mean no school and lots of fun. But holidays for Mother mean something else again.

They mean the children are home and more than usually running on high and that Father is home and making helpful remarks about how it's a funny thing to him that a house can't be run on schedule, just like any business. And whatever little ghost of a routine or a schedule there was once simply fades into the gloaming. About all you can do is to grin and bear it and decide that, since you can't clean house anyway, you might as well mess it up a little more and let the little angels have a party.

Washington's Birthday, Lincoln's

Birthday, St. Valentine's Day! Three perfectly good excuses to celebrate. And what child ever needed much of an excuse? A few yards of crêpe paper, a giddy cake, a few games that are fast and furious, with inexpensive prizes at the finish, mean a grand time for the youngsters. And a grand time for the parents—because happiness is one of those by-products that comes most often by pure accident. It creeps into your heart when your back is weary.

However, I didn't start out to write an essay on my philosophy of life—but an article on Children's Parties for February. That's what. So, here goes—

First of all we'll take notice of the birthday of Abraham Lincoln on February 12. He was a simple, homely man with simple, homely tastes, so anything fussy or pretentious wouldn't fit in. Besides, boys hate fuss and formality and they love outdoors better than any house that was ever built. So follow their natural inclinations, and your own for self-preservation, and invite the bunch for early supper after skating or coasting or some other outdoor activities. They'll come in starved, asking, "When do we eat?" All you have to do is have plenty of it and enough extra for seconds—and

even thirds for this kind of party.

It's more fun and less work to serve it cafeteria style in the kitchen and the boys will sing your praises because linoleum isn't carpet and you aren't expected to say "Excuse me," "Please," and "Thank you" quite so often when eating from a wooden plate.

Fill the biggest chopping bowl with cabbage salad and garnish it with a border of chopped, pickled beets and the center with minced parsley. Young Tarzans don't notice the details but they do feel the spirit of the thing—and the red, and green, and white look pretty.

Take slices of boiled ham and roll them around heaping tablespoons of baked beans, tuck in the ends, and fasten the whole thing with a toothpick. Then bake them in a moderate oven until the ham fat is crisped and golden. Have a big platter of toasted and buttered corn bread and another one of Boston brown bread, also toasted and buttered. The raisins will sort of simmer in their own juice and the molasses flavor will come out to see what all the excitement is about. The result is a taste that is "slick."

Hot, mulled cider is nothing more nor less than cider heated with a little brown sugar, (Continued on page 36)

• THE ROBINSON FAMILY •



Nancy Is Convalescent

by S. J. Crumbine, M.D.

NANCY Robinson has been seriously ill. There was a day when I feared she would slip through our fingers, but now she can fairly be called convalescent. It is mainly a question of nursing her back to health.

The little girl is still too weak to sit up or to care to be amused or talked to. But Mrs. Robinson has hung a favorite picture where Nancy can see it, and I notice the child's eyes often turn to it. It seems to give her just the little diversion she needs. It occupies her attention without calling for any effort. I suggested to Mrs. Robinson that she might change the picture now and then or set Nancy's teddy bear on the bureau where she can easily see it, and that a little later a bowl of goldfish might give a good deal of pleasure, especially as the child is so fond of living things. Nancy could watch the fish swim in and out of the waterweeds, and when she was tired she could shut her eyes and forget them. Indirect amusement is best for her at this stage, because there is no strain attached to it, and we must be very careful to avoid fatigue.

Nancy is a good patient, thanks partly to her temperament, but also to her training. She has been accustomed to accept what her mother says, and this helps her now and makes it easier for Mrs. Robinson, who has been under a severe strain. The strain is not over yet, for the child will need

careful nursing, and we can't look for a quick recovery.

Molly was besieging me this morning to say what she could do for Nancy. Might she read to her? Could Nancy use paints if she bought her some? What about bringing some other children to see her?

"Indeed, Molly, you can do a great deal, but a little later on," I had to tell her. "Just now Nancy has to keep very quiet. When she is stronger and can sit up in bed, that will be your turn. I shall depend on you then to keep her amused. Because, you know, Nancy will have to stay in bed a long time, and if we can keep her happy and contented, she will get well all the quicker."

"All right, Doctor," Molly agreed, "I'll be thinking of things to do. Now I'm going right down to the toy shop and look around!" And Molly flew off.

Mrs. Robinson and I looked at each other and laughed. "If I don't watch out, she may kill Nancy with kindness yet," she said.

"I'm not much afraid of that happening," I replied, "though it is true enough that kindness *can* be overdone in the case of a sick child. A prolonged illness has its mental risk as well as its physical one, as every doctor knows well. A sick child has to have special attention; that is obvious. And when he has been the center of interest by the whole family for weeks, you can't

be surprised if he likes it, and wants to hang onto his privileges."

"No, that is natural. I shouldn't like Nancy to be spoiled."

"I think Nancy is as little likely to be spoiled as any child I know," I declared, "but there are two things I would say to every mother in your situation: First, give your sick child every proper and tender nursing care, *but don't pamper him*. And, second, keep in mind that your goal is *to get the child back into normal life* as quickly as is consistent with his physical condition. With those two principles in mind, there is little fear of spoiling."

"Perhaps Nancy's teacher thought of that," replied Mrs. Robinson. "She was here yesterday and made the suggestion that as Nancy was likely to have a long convalescence, she should by and by do some school work. Indeed, Miss Willard offered to come for an hour once or twice a week, if I liked. What do *you* think, Doctor?"

"When the right time comes—yes, by all means, so long as she is careful not to tire the child. Nancy will be all the better for knowing that she is keeping up with her school work—getting back into normal life, as we said just now."

Next Month:
HIDDEN HUNGER

TO DRESS OUR BABY BUNTING IN

by Barbara Schwinn



BABY'S clothes are so adorable that it is difficult to remember not to buy everything you see. The newborn must be dressed for health and comfort first, which does not constitute any good reason why these virtues cannot be combined with prettiness and daintiness.

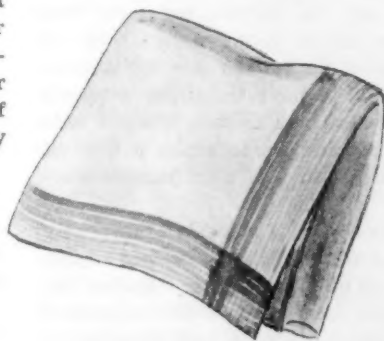
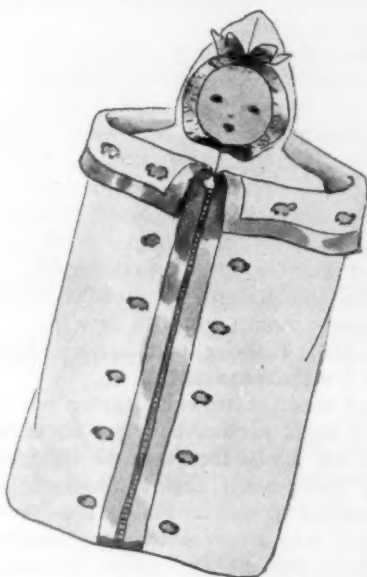
Infants should be dressed with as little handling as possible. Therefore, while dresses and gertrudes may be worn occasionally, it is far more sensible to dress them in glorified kimonos. They come in all weights and varied styles, tying down the front or back, thus eliminating the annoying elaboration of pulling a slip or dress over a tiny helpless head and forcing small resisting hands through numerous armholes.

The loose-sleeved, jacket variety of sweaters that tie or button down the front are more sensible than slip-overs. They should be bought large. Angora or other fuzzy wool should not be near the baby's head or face as it may easily be breathed into the nostrils or mouth. Jackets made of challis, or of wool-lined silk, will be found equally

warm and more easily laundered than the sweater materials.

Dresses and gertrudes should be about twenty-two to twenty-six inches long, just covering the feet. Fine linen or lawn are advisable materials, and one should remember not to buy anything that would be harsh around the delicate neck.

Nightgowns should be soft and absorbent—knitted fabrics and cotton. Tape closings that tie rather than button will be found most satisfactory. Worn over the nightgown is a sleeping bag of knitted material. Squares of soft wool, flannelette, or challis are indispensable articles as they are often needed for additional warmth.



- Top left: The pink silk coat and hat are delights to the eye. The fine lace, the miniature embroidery, the tiny tucks and pleats are masterpieces of delicacy. A separate lining of quilted silk-covered lamb's wool attached during the cold weather makes a double-purpose coat and hat of it.
- Top right: The first dress for the infant has fine embroidery and lace in all white.
- Center: A bag easy to dress Baby in for any weather. This one is particularly warm, having the hood and blanket arrangement. A zip, a snap, and tying the bow at the hood do the trick.
- Below center: One of the many soft squares used to wrap Baby in. They vary from flannelette to the lovely Shetland lace.
- Bottom left: The indispensable kimono, and cap to match. This is of printed challis bound in blue ribbon.
- Center bottom: The cardigan of soft wool with raglan sleeves.
- Last but not least, the lightweight sleeping bag, made of cotton knit with tape closing in back, and tapes at the sides.

THE CONSUMER PAYS

For Abuse of the Privilege of Returning Goods



THERE we stood, the section manager and I, in one of the leading department stores, arguing over the return of a dress I had purchased some time before, when there came toward me a young man who looked familiar. He smiled a cordial greeting. Oh, of course! It was Howard Barton, an old schoolmate of mine. I noticed that he carried neither hat nor topcoat, so I assumed that he was part of this store's regiment of employees; and so he was.

Many years had passed since our last meeting; meanwhile Howard Barton had risen to the heights of merchandise manager in this well-known department store. After a casual interchange of courtesies Mr. Barton inquired about the transaction under way. The section manager explained that I was trying to return for credit a dress that had been out of the store for over a month and with only the excuse that I thought it unbecoming. Was I embarrassed!

As I recalled, Howard Barton never was a stern person, but now his face froze up. Lines that had no rightful place there crept around his mouth. I expected almost anything from being put into a corner to being black-listed in the store's charge account department. But the stern look relaxed and the section manager was directed not to grant me a credit, as there was no reason for an adjustment, and to have the dress wrapped up and returned to me. Then I was graciously invited to make a tour of the store with this merchandise executive.

Wonderingly, I accepted. But why was this store official so cordial to me, a "return goods" offender? Follow us, and you'll soon find out. He suggested that I leave my coat and package in his office where we sat and chatted for a while—socially, at first, and then on to the business ahead, "the return goods evil," particularly as practiced by the "charge" customer.

That was merely a preliminary "eye-opener" to what was to be unfolded to me during the tour of the store later on. This personally con-

ducted tour certainly was an education. One thing it definitely revealed to me was how the unwarranted returns add to the cost of doing business in a department store. It also clearly demonstrated how the price of merchandise could be moderated by the thoughtfulness and cooperation of the consumer if she developed a better shopping routine. This would naturally bring down the tremendously high operating costs of the stores and with it the price of goods.

Upon reflection it all seemed simple. By just a little systematic planning and an observance of the following list of "remember-o-grams" (given to me by Howard Barton), shopping would be made pleasanter for all concerned and the possibilities of returns would be lessened considerably. Well, here they are:

1. Start on your shopping tour with the thought in mind that it is the wish of the stores to retain your good will. It is a known fact that a store will try to preserve the good will of a customer by any rule of justice.
2. If you are shopping to match color, start out fortified with proper samples.
3. Make notes of exact measurements, where dimensions are involved. Use a wooden yardstick or a metal tape measure. Cotton tape measures are inclined to shrink and are not always accurate.
4. Be sure of sizes, lengths, and widths. Wearing apparel, table linens, and sheets are just a few of the groups of "size" goods.
5. When purchasing electrical goods, be sure of the type of current available in your home—A.C. or D.C. (alternate or direct).
6. When ordering by mail, write clearly, giving adequate instructions as to size, style, color, or number. Mention a second choice. Include your telephone number. Indicate whether it is a charge, C.O.D., or deferred payment transaction. If the order is given over the telephone, be sure the operator repeats your name, address, and complete

Sue Klapper Goes on a Department Store Tour

- order. All this decreases errors.
7. Always keep sales checks for a reasonable period of time. They greatly facilitate a return transaction whether for credit or for adjustment. It takes a store about five times as long to check through a return without a sales slip.
 8. Do not buy on chance. Rather delay shopping until your mind is definitely made up. Before making a purchase ask yourself if you really want or need the merchandise.
 9. Do not permit overzealous salesclerks to lead you into undesirable purchases.
 10. Whenever possible, make your choice in the store. Do not order a series of similar objects with the expectation of making a choice at home. (The only exception is certain home furnishings.)
 11. When goods is specially ordered for you, be sure that you want it. In most instances this personal service leaves a small margin of profit for the store and a severe loss is taken if the merchandise is not accepted by the customer.
 12. If in doubt about any feature of the goods you are contemplating to buy consult the buyer, assistant, or head of stock in the department. They will be ready and eager to help you with your problems.
 13. When shopping for some one other than yourself, be sure to have measurements, accurate sizes, colors, and other helpful details.

NOT until I had faithfully jotted down all of these thirteen "remember-o-grams" did we get started on this "bird's-eye view of the evils of returns," as Mr. Barton called it. Along I trotted with him, pad and pencil in hand. I had decided by then that it might be a kindness to my circle of friends to pass this information along to them, for I know that some of them have been as abusive of their charge accounts in the stores as I have, if not even more so.

My host first took me up to the head of the adjustment bureau where I was to get first-hand information on the servicing of returns. Returns, he informed me, were a definite expense to the store, but the customer pays for this privilege of indiscriminately returning goods. This privilege that

she takes, and at times uses to extremes, is figured in the original mark-up on merchandise—that is, the original price of the goods. The store therefore really does not lose on the "return evil" for the customer pays for it in dollars and cents.

One of the most outstanding of the evils of the return abuse affects style merchandise. While it is the policy of many stores, and this one in particular, to credit readily goods returned within ten days of the purchase date, providing the goods is in salable con-



It is believed that consumers could, by cutting down returns, reduce the price of merchandise

dition, this privilege is often abused. On both style and seasonable goods the store is obliged to take heavy losses on returns made after an unreasonable length of time.

At this point the charge customer was brought into the fray. She appears to be an outstanding offender. The charge customer, I was told, will often make a return to the store a considerable length of time after the purchase date. This is due chiefly to negligence.

Charge customers, however, are held high in the esteem of a department store. They are considered the backbone of a store and looked to not only as purchasers but as a select group to uphold the store's policies. Unfortunately, though, a charge account to some people appears to represent a magic power. Undoubtedly, this official commented, if the average charge customer realized that this is just another of the store's courtesies arranged for her convenience there would be much less abuse. Another accommodation is the deferred payment plan. This involves a contract,

one that should be reasonably lived up to.

Numerous ways were outlined to me in this adjustment bureau that should help all of us to modify this return evil. Here are a few that I shall add to my list of "remember-o-grams":

1. If you plan to return goods to the store, do it at once, for articles cannot be resold while still in your home.
2. Goods marked "not returnable" are offered for sale as such. This point should be considered before making an attempt to return them. Stores are often guided by state regulations which for sanitary reasons forbid the resale of certain classifications of merchandise. Other goods are perishable or fragile.
3. Customers are usually advised not to send washable colored goods to the average commercial laundry. The chemicals used in such laundries often have an unsatisfactory effect upon the dyes.
4. When putting through a call to pick up goods for return it greatly facilitates matters if the terms "cash," "charge," or "deferred payment" are mentioned. For example: "Please call for one junior girl's coat. Charged." (C.O.D. or other form of sales transaction.) Otherwise delays in credit or adjustment ensue. This procedure will not only save the store expense and trouble but will put the store in a position to make an immediate adjustment.
5. When goods are not returned to the store for credit within a reasonable length of time, the interest on the store's investment is sacrificed.
6. If the practice of sending goods home "to keep up with the Joneses" and then returned to the store after it has served its purpose (for a party or other special occasion) could be done away with it is possible that these same offenders might be able to buy and retain such merchandise by the lowered prices made possible by lowered operating costs of the stores.

AND here is a brief résumé of a sales and return transaction as it was outlined to me in this same adjustment bureau. It concerns a deal in which the purchase was delivered to the home of the customer. (Continued on page 24)

Progress by Planning

by ALEXANDER J. STODDARD

THE course of education is the resultant of all the forces that play upon it. Most progress is through the costly and inefficient process of trial and error. Even our sciences were not scientific until recent years and many of them are even now only quasi-scientific. Most of our experimentation, at least in the field of the social sciences, consists of the trial of a plausible idea that has been vigorously advocated. It is well to try new ideas if the cost is not too great. During the last few years it has been more or less popular to admit frankly an indecision as to what is the right course, thus justifying the trial of many different alternatives. By chance, some of them may work, and truth is discovered. Much of the progress of society has been through this procedure, although that fact was not always as openly acknowledged as recently.

In the physical world, it may not be so essential that all steps in experimentation be as carefully controlled as in the social sciences, because the cost of failure may not be so serious. Some one advances a more or less plausible theory concerning the composition of an atom. An elaborate apparatus is devised to test the theory. It is proved to be false. No one is seriously harmed and the cost of failure is largely material. On the other hand, some one makes an appealing suggestion that the wealth of the nation can be shared on some new and untried basis. He persuades a majority of the people that the theory should be adopted. It is done and havoc results. The individual who proposed the idea disappears, leaving behind blasted hopes and untold suffering.

Much of our educational program has developed in a haphazard manner in an attempt to serve a rapidly shifting social order. There has been far too little planning of our experimentation, using the term in its broadest sense. All kinds of theories have been tried, some resulting in real progress, others doing irreparable harm to children. It is true that our state and national departments of education have provided some planning but mostly their efforts have been confined to the administration of the existing

program rather than to charting a new one. Some of our teacher training institutions have contributed to the careful analysis of suggested procedures, but principally their strength has been in the suggestion of new courses rather than their unbiased appraisal of proposals prior to experimentation. There have been a few notable exceptions.

On the whole, the progress of our schools up to now has depended largely upon individual initiative and leadership. As is usually true, such procedure has proved costly because of inadequate planning both in reference to proposed courses of action and in experimentation to determine their worth. There should be not only careful appraisal of theories before subjecting them to trial, but also careful planning of the conditions of trial. Progress may at times be limited by too much or the wrong kind of planning, but, on the whole, the future unwinds more truly in response to the present need when an attempt is made deliberately to produce that effect.

Where the outcome of experimentation is exceedingly important, whether positive or negative, there ought to be a very careful consideration of the theory to be tested before the experiment is begun. Governments are established to do this in the political areas of life. Sometimes these governments establish certain agencies, such as supreme courts, to make sure that this consideration of proposals proceeds according to certain rules. There is always the danger lest the prior study of suggested procedures be so conservative that many good ideas will never be tried. That is the danger of planning.

This is especially true in a great institution like the school system of our nation. Certain conditions tend toward inflexibility. As a result, desirable changes in organization and procedure may be prevented or unduly delayed. Factors should be brought into the situation so that this inflexibility may be overcome and essential revisions be accomplished. It is urgent that leadership be constantly developed from within the education group. It is an important function and responsibility

of educational leadership to determine and to put into operation the means whereby essential changes in educational organization and practice may be regularly effected. This is necessary in order that education may make its indispensable contribution to our evolving democratic society.

Our nation has emerged from its pioneer stage. So have the schools. Proposals affecting the progress of either must henceforth be subjected to the most careful scrutiny. In fact, there must be some group whose function shall be the constant and systematic study of needs and the suggesting of remedial measures. We can no longer depend on individual initiative alone for either step. As far as the schools are concerned, there has been recognized for some time the need of some professional planning agency, non-partisan in nature, to perform these services for public education.

Realizing these facts, the Executive Committees of the National Education Association and the Department of Superintendence recently created the Educational Policies Commission to constitute a national planning board for education. It is composed of eleven educators elected from the country and the profession at large, the presidents and secretaries of the two organizations, and, as advisory members, the United States Commissioner of Education and the president of the American Council on Education. The Commission is already functioning and important results are anticipated. Of course, it has no other authority than will come naturally through the service it renders. It should supply the educational planning so greatly needed. It should encourage and capitalize individual and group initiative and consider recommendations from all sources for the improvement of education. In originating, encouraging, and appraising educational policies, it must always be on guard over its own policies lest it become a deterrent to legitimate progress. The fact that the Commission must depend for its effectiveness upon "the force of a good idea clearly and vigorously presented" will prevent any tendency toward regimentation as a result of its deliberations and activities. On the whole, education should be more effective over the years to come if the policies guiding it are planned rather than left to chance.



1936 will be a Great Year for Babies

WE don't know how many babies will be born in 1936.

But we do know *this*: that today is the greatest time to be born since the world began.

For the babies of 1936 have a far better chance of growing up to be sturdy and healthy than did their parents . . . their big brothers or sisters . . . a better chance, even, than those born in 1935. Each year, each month, medical science makes this a better world to come into.

Steady, normal growth? Today's

baby is far surer of it, thanks to modern knowledge of nutrition. Straight limbs, sound teeth, strong bones? Today they're every child's birthright. And what about the diseases our parents used to think were an unavoidable part of childhood? Some of these, today's baby need never have, and the hazards in others have been greatly reduced.

Such are the gifts which modern medical science has in store for your child—things which only the doctor can bring him. That's why the doctor should play an important part

in your baby's life. That's why he should see him at regular intervals—not just when things go wrong.

Through such an association, the doctor can bring to his tiny patient and friend a greater promise of the most precious of all heritages—*health*. Lucky baby, whose parents guard that heritage!

PARKE, DAVIS & COMPANY
DETROIT, MICHIGAN

*The World's Largest Makers of
Pharmaceutical and Biological Products*

THE CONSUMER PAYS

(Continued from page 21)

1. Sale consummated by salesclerk.
 - a. Sales check is made out and sent to the auditing department.
 - b. Merchandise is wrapped.
 - c. Sent to delivery department.
 - d. Delivered to the customer.
 - e. Sales check is audited, for three reasons:
 1. Dollars and cents to the store.
 2. To check honesty of the salesclerk.
 3. For stock checking or unit control.

There were a few more things that the merchandise manager thought might be of interest to me since we were making an analysis of this return evil and by this time my interest was so great that I wanted to know all. He did not wish to go into details about percentages or figures but he thought that the following notes about the expense to the store for delivery and return would be of interest to me.

1. The mechanical cost for sending a purchase out of this particular store (involving selling, packing, delivery, etc.) averages about 85 cents.
2. A call put through for the return of these goods (not a complaint) varies considerably in stores but here it amounts to practically the same as the original transaction from sale to delivery—that is, around 85 cents again.

And here is the store routine of handling a "please call for goods" return.

1. Package is called for and brought back to the store.
2. It is opened and then taken to the credit desk.
3. It is signed in.
4. It is put through the marking department for new price tag:
 - a. "Mark-down" for soilage or other signs of wear and tear.
 - b. If unfit for resale another step is necessary as all goods must be accounted for in dollars and cents.

If the store has made a legitimate profit on the original sale a return transaction has made it unprofitable. Therefore certain types of merchandise must of necessity bring in a larger profit. Sometimes a store makes a particularly advantageous buy from the manufacturer. Because of the high operating expense caused by returns to the store the customer rarely gets the most out of this advantageous buy.

Should a customer telephone or write (without even returning goods) to make a complaint, the actual clerical work (called "paper work" by the stores) for checking through this complaint costs (Continued on page 26)

IT'S UP TO US

What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON

Mother: Now, Gilbert, I don't care what the other boys are wearing. I'll not buy you long trousers until you get into high school.



Mother: I still think you are a bit young for them but I am satisfied if you are happier with long trousers. After all, Roger, you're the one who's wearing them.

Roger Is More Apt to Get Along Because

He is at ease with the other boys. He has the security which comes from knowing he is like the rest. He is one of them. And, at Roger's age, dressing, acting, talking, and doing as the others do, is very important. Gilbert knows his friends are making fun of him. He becomes over-conscious of his age. He is uncomfortable. He becomes self-conscious with everyone. Perhaps he begins to

avoid the other boys. Perhaps, to compensate for his unhappiness and his resentment, he becomes "a behavior problem." During the teen age more than any other, parents hear the plea, "All the others do it." And, in conceding the point in the case of the long trousers, Roger's mother is saving the force of her opposition for the time when something more important arises.



SURRENDER? *Not on your life!*

The attacking snowball army isn't the only foe these youngsters will have to face this winter. There will be other foes — unseen, but none the less real — which these little bodies will be called upon to resist.

In building husky young bodies like these, proper foods are vitally important. And, in this connection, more and more mothers are learning how canned foods can help. For canned foods are *sealed-cooked* — cooked within the can after it has been sealed — a method that conserves in high degree important food essentials.

Vitamin C is one. Cooking fruits

and vegetables in an open vessel (which is the usual home method) can mean destruction of Vitamin C by oxygen in the air. But in sealed-cooking (the canner's method) cooking is done after nearly all of the air has been removed from the can. Hence, Vitamin C is afforded a high degree of protection.

Minerals, too, that are soluble in water can also be lost in the home method when the cooking water is poured away. But, in canned foods, only a limited amount of water is used, and these minerals are thus retained within the can.

Home Economics Department

AMERICAN CAN COMPANY

230 Park Avenue, New York



The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.

THE CONSUMER PAYS

(Continued from page 24)

the department store from around 75 cents to \$1.20, depending upon the store. A charge customer who makes repeated unreasonable returns is put on the store's "black list" which involves either the canceling of further credit by this store or a tightening up of leniency.

Well, so much for the adjustment department. Now on to a few of the selling departments in this store. In the linen, domestics, and wash goods departments improper laundering was responsible for many of the returns. Laundry instructions given by the store often are not followed and yet the customer sometimes feels, even under these conditions, that she is the abused party if the laundry results are not successful. Frequently, I was told, merchandise that is plainly marked "washable in luke warm water and a mild soap" or labeled "to be dry cleaned only" will have the procedure reversed, and the results are obviously unsatisfactory.

Everywhere we went in the selling departments of this store the buyers were constantly troubled by unjustified returns. For instance, the buyer of housewares and electrical goods was particularly annoyed by unwarranted returns wholly due to negligence on the part of the consumer. The store takes particular caution to label packages that should be opened with care with such placards as: "Caution! Do not open with a sharp knife or other sharp implement." In many cases where the merchandise has been returned this bit of advice has been ignored with the result that the goods have been scratched or the finish damaged. This occurs particularly in goods such as bathroom bench or clothes hampers, cabinets, stools, and other bulk goods. While the store has been solicitous in its cautious warning, the merchandise is often returned to the store for credit or adjustment.

In unwrapping kitchen cabinets and similar goods, the wrappings sometimes are not thoroughly inspected with the result that the keys and other extra hardware, which are usually enclosed in a separate envelope, are thrown away with the wrapping. Back to the store comes this big, bulky package, the delivery rate of which is quite high. All this could usually be avoided if the wrappings are not thrown away until the goods is fully assembled. Of course, in some cases the store is to blame if the hardware has really been omitted or the goods poorly attached.

The ratio of returns is much higher than it should be for bathroom scales. The mechanism of a bathroom scale

sometimes becomes corroded through the carelessness of the user. Very often this is caused by stepping on the platform of the scale with wet feet. The water runs down into the mechanism, and then the store is once again held to account.

It is believed that the consumer could cooperate with the stores in cutting down the returns on electrical goods materially by following the directions on tags accompanying these goods. "How to use" instructions will be found attached to each electrical appliance sold by reputable dealers. Often servants are to blame for unsatisfactory results. It might be well for the customer to explain the instructions more fully to the cook or other person handling these appliances.

This store, like so many of the larger department stores, has a fully equipped demonstration kitchen where cooking utensils and electrical appliances are tried out and demonstrated. The customer is invited to consult the person in charge. Through this method it is thought that a better understanding of the use of kitchen utensils, gadgets, and electrical appliances will be brought about.

Even the notion department does not escape from this abuse of the return evil! There is still much headshaking around this store over a call for merchandise to be returned for credit that came from a charge customer living in the suburbs, about twenty-five miles out of town. Yes, the call was for one large hook and eye, priced at two cents. This left me absolutely speechless, but I asked the buyer what remedy he could suggest. The customer seems to be "in the driver's seat" now, but with a clarification of these evils it is felt that these unsatisfactory conditions will be tremendously improved.

Then again, during the tour of this department store, I learned that there are instances where china and glassware are returned to the store for credit (usually to charge accounts) after being out of stock sometimes for a year or more.

There are many other departments where the charge customer, in particular, places the store at a disadvantage. Tales of corsets returned after having been worn reached my ears. Hardly would a customer wish to make a purchase of a corset that had been already worn by another! Even the thought is unsanitary. Luggage is returned, after apparent use, for any number of reasons given by the purchaser: "It was originally damaged" or "unsatisfactory."

But for last I have kept the department that probably gets the largest percentage of returns and that is the one selling women's silk stockings.

Careless handling by the purchaser of these gauzy goods is largely responsible for the vast amount of returns that accumulate in this department. Invariably, it was told me, and almost without exception, silk stockings when sold as perfect are really without a blemish of any kind. If the store had the time to give each returned pair of stockings a microscopic examination it could be proven to the customer that she had either carelessly unwrapped the stockings or had put them on and stuck her toe nail into the stocking or attached the garters carelessly. Today a number of stores have testing bureaus where mechanical imperfections in weaving or misuse can be detected immediately.

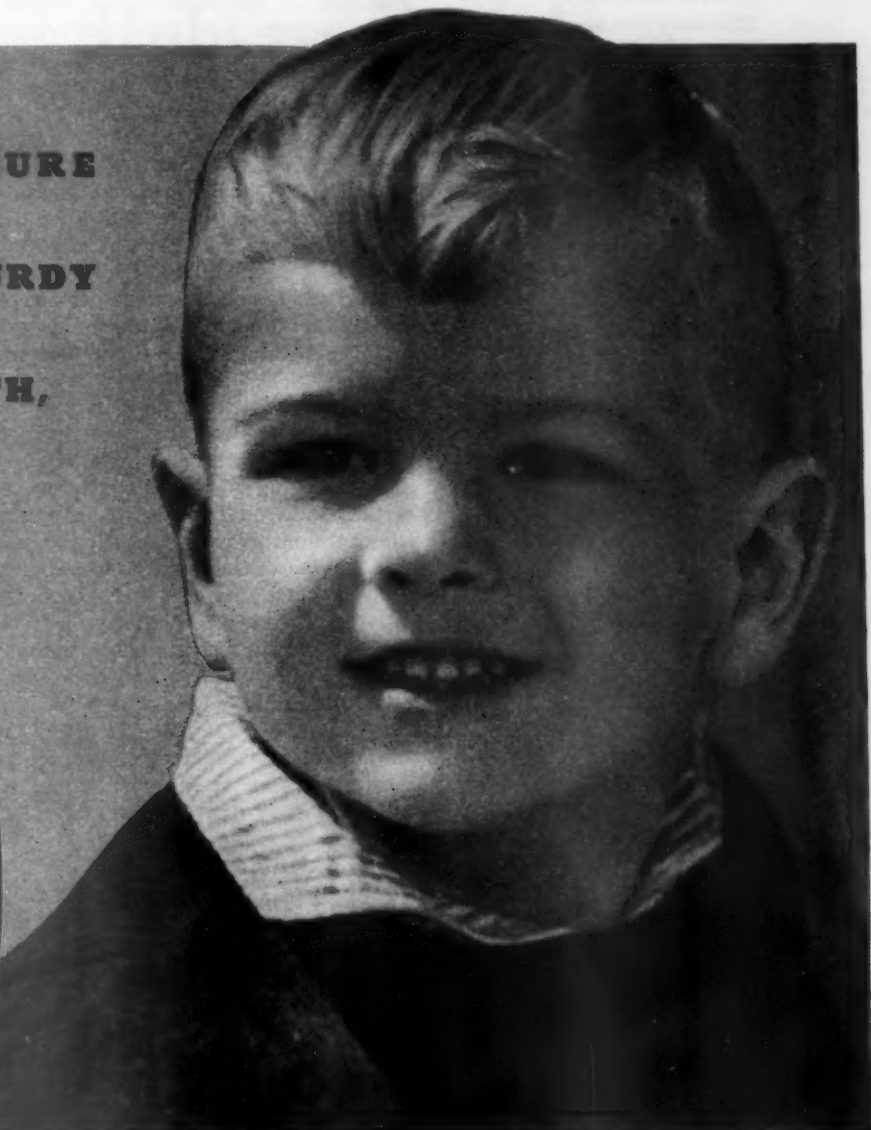
The children's apparel departments have a problem all their own. It could be ameliorated if the parents had the children in tow when shopping. Unfortunately not every two-, four-, or eight-year-old child runs true to marked sizes. Some two-year-olds are abnormally large for their age. Then again a nine-year-old boy may not be grown enough to fit into a suit a size or two smaller. Size and age are no guides in providing children with wearing apparel. There would be fewer returns made to stores if it were convenient to take the children on the shopping cruise. And children enjoy shopping and making a choice of their own, if only for color.

Of course, I haven't touched upon what the stores refer to as "the professional shopper." She has little to occupy her time or thoughts, it is believed, and she spends her time looking over the exciting array of merchandise in the stores. Possibly the longing for certain things is to some extent satiated by sending the goods to her home C.O.D. Not the slightest intention of keeping the goods has this shopper, which leads up to a store policy that exists in Philadelphia. There is an agreement among the department stores in that city that the purchaser of goods in a department store making a C.O.D. purchase, pay a deposit of ten cents when the sale is made. If the goods is accepted, then the ten cents is automatically deducted, but if returned, the shopper forfeits the ten cents.

Was it to note the reaction that Howard Barton asked me to dinner the following week? I have not yet found out, but I did wear the dress to dinner that evening that I had tried to return to the store for credit the week before. The smart little hat, that I had only that afternoon purchased, matched the color of the dress and together they made an attractive ensemble. All went well at that dinner until Mr. Barton commented that my costume was unusually attractive. Then I was embarrassed! I'm cured!

WILL THIS WAR PUT HIM "OUT OF ACTION"?

**OR WILL HE CAPTURE
GOOD HEALTH—STURDY
BONES, SOUND TEETH,
A STRAIGHT BACK?**



It is a war without the roar of cannon—and without quarter! Its very silence makes it sinister. Every winter, thousands of little children go down before a barrage of billions of germs of infection. Others become starved for vitamin D—with their later years handicapped by poor bone-structure or actual rickets. Can you help your child keep off the casualty list?

Tide him over the dangerous "indoor days"—with their lack of sunshine—by giving McKesson's High Potency Cod Liver Oil. It furnishes $2\frac{1}{2}$ times the potency of vitamins A and D found in ordinary cod liver oil. Vitamin A helps protect against

infection in general. Vitamin D provides "sunshine" values that build strong bones. Pure Norwegian oil refined from fresh-caught cod. Extra refinement makes smaller doses effective. Price, \$1 for 16 ounces.

McKesson is one of the largest refiners of cod liver oil in the world. As Vitamin Headquarters, it also offers you McKesson's Cod Liver Oil (Standardized), a Norwegian oil of normal strength. Made also in Mint-Flavored type, preferred by some children. Price, 75c for 16 ounces.

Or you can obtain your cod liver oil values in tempting tablets: McKesson's Vitamin Concentrate Tablets of

Cod Liver Oil. 100 tablets, \$1. Many others use McKesson's Halibut Liver Oil. Available in both the plain and the fortified type. In small capsules, or in liquid form. Specify McKesson's at your druggist's.

FREE BOOK ON FIRST AID

Saves precious minutes in an emergency. Tells what to do till the doctor comes. For fainting, poisons, nosebleed and dozens of other emergencies. Also hints on health. Facts on vitamins, etc.



McKESSON & ROBBINS, INC.
Dept. NF, Fairfield, Conn.

Please send me your free booklet on First Aid.

Name _____

Address _____

City _____ State _____

**McKESSON'S COD LIVER
OILS** *Vitamin Headquarters*

ADVISING YOUNG PEOPLE ON MARRIAGE

(Continued from page 7)

REPLIES FROM 162 BOYS, 16-24 YEARS OLD

1. What Has My Wife a Right to Expect of Me?

- | | |
|--|-----|
| 1. Interest in her affairs and problems | 136 |
| 2. Affection for her and the family | 129 |
| 3. Convenient home | 115 |
| 4. Adequate income | 114 |
| 5. To participate in family life | 96 |
| 6. Allow time for pleasure and social life | 80 |
| 7. Location near good church and school | 80 |
| 8. Morally straight and clean | 74 |
| 9. Joint sharing of income | 74 |
| 10. Cooperation in home and community life | 52 |

2. What Have I a Right to Expect of My Wife?

- | | |
|--------------------------------------|-----|
| 1. Be a good homemaker | 129 |
| 2. Take an interest in my problems | 120 |
| 3. Affection and home interests | 110 |
| 4. Be a good mother | 96 |
| 5. Neat and attractive in appearance | 84 |
| 6. Be economical | 80 |
| 7. Be cheerful | 71 |
| 8. Have good health | 62 |
| 9. Be morally straight and clean | 46 |
| 10. Be cooperative | 38 |

3. Factors of Importance to Both

- | | |
|---|----|
| 1. Affection for each other | 80 |
| 2. Mutual respect and understanding | 79 |
| 3. Common interest and ideals | 75 |
| 4. That there should be children | 71 |
| 5. Promptness in fulfilling mutual obligations | 64 |
| 6. Cooperation in meeting each other's problems | 52 |
| 7. Regular and reasonable hours | 43 |
| 8. Both be efficient and economical | 39 |
| 9. Agreement about children and their training | 32 |
| 10. Fidelity | 30 |

REPLIES FROM 226 GIRLS, 16-24 YEARS OLD

1. What Has My Husband a Right to Expect of Me?

- | | |
|--|-----|
| 1. Good homemaker | 169 |
| 2. Cheerfulness | 152 |
| 3. Economical home manager | 140 |
| 4. Cleanliness and attractiveness | 126 |
| 5. Interest in and knowledge of his business | 110 |
| 6. Affectionate | 99 |
| 7. Be cooperative | 90 |
| 8. Knowledge of child care and training | 88 |
| 9. Be a good mother | 80 |
| 10. Good health habits | 72 |

2. What Have I a Right to Expect of My Husband?

- | | |
|--|-----|
| 1. Good disposition | 210 |
| 2. Share in home responsibilities | 203 |
| 3. Cooperation in rearing children | 191 |
| 4. Adequate income | 189 |
| 5. Encouragement and cooperation | 180 |
| 6. Modern conveniences in the home | 152 |
| 7. Share in spending income together | 138 |
| 8. Share business and social interests with me | 120 |
| 9. Be a good worker and thrifty | 119 |
| 10. Good health habits | 92 |

3. Factors of Importance to Both

- | | |
|--|-----|
| 1. Common interests | 209 |
| 2. Love, sympathy, and understanding | 186 |
| 3. Health | 164 |
| 4. Love and desire for children | 150 |
| 5. Self-control | 145 |
| 6. Adequate income | 132 |
| 7. Cooperation in all matters | 128 |
| 8. Fidelity and honesty | 101 |
| 9. Share in home and business responsibilities | 96 |
| 10. Companionship | 81 |

The question that is often asked first, but is perhaps best discussed last, is "What is or what constitutes a successful family? How can one measure the adequacy of one's family

life?" This, of course, is a matter that cannot be set up in terms as specific as standards for the measurement of distance or temperature or volume. Nevertheless, we have experience which gives us some notion of a standard of success in family life.

It is true that success in marriage and family life can be estimated only at a particular time, in retrospect, or after the life has been lived. It may, however, be set up in terms of the future, and one may have in mind the kinds of things he wants to get from marriage. In considering norms of successful family life, there are at least three things to be taken into account.

First, there is the individual person. Apart from the fact that we may be husbands or wives or parents, we are still individuals—persons who have certain individual needs in attaining our optimum growth and self-expression. In view of the fact that the family is in the last analysis a negation of individualism, of the individual's freedom of action in certain ways, though it opens up avenues of expression along other lines, what are some of the things marriage may do to aid in the attainment of individual development and expression of the person as a unique personality? What kind of marriage understanding and relationship will do this for each member of the family?

The second point is, how may the marriage partners work out a kind of group life which will make it possible for the family group to function adequately; that is, how may the marriage contribute to the persistence of the family union and promote an adequate group life for all the members?

The third point is how the marriage may be judged a success from a social point of view. In other words, how does it contribute to the existence of society, its cultural maintenance, and its advancement?

There is no set standard for any of these factors, but the following points may prove suggestive as a basis for discussing and calling attention to the need for some rough norms toward which to work.

1. Does the home maintain an atmosphere of mutual love and respect among all the members? Does it provide for husband and wife the full satisfaction of their normal desires with regard to sexual relations, which are best satisfied in the family situation, and for companionship and affection, involving a mutual recognition of the other's personality and hence in spirit an equalitarian partnership?

2. Does it provide:

a. Children? This desire may be satisfied for the best welfare of the child, only in the family.

b. Home life? This is usually incomplete except in the family relationship.

c. Socialization of the personality of both husband and wife? From the standpoint of the personal development of each this is best developed through the birth and nurture of children and through the give and take of home life.

3. Is there sufficient income to maintain a reasonable standard of well-being for all members of the family, since the family is the best means of division of labor between the sexes in securing an income, maintenance for families and their children, and for economic security?

4. Is the family housed in a way that takes care of the needs of each of its members and so that the care and nurture of children and adults with regard to food, clothing, shelter, and education may go on under the most desirable conditions from the standpoint of the child's need for parental affection and the transmission of our cultural heritage to him through the family?

5. Is there a proper amount of wholesome food, attractively served, to meet individual needs?

6. Does the family have an intelligent daily routine that safeguards the energy and time of its members?

7. Are the duties and responsibilities of the family fairly divided among its members?

8. Does the family have a common social and recreational life that appeals to all of its members?

9. Does the family have an intelligent attitude on important moral, civic, and spiritual problems, and does it assume its responsibility in helping to maintain an adequate institutional life in the community in these respects?

10. Does the family have a growing library and a common intellectual life, particularly during the period of the growth and education of the children?

11. Does the home promote the maximum happiness and growth of each of its members, and does it provide for the family a certain amount of social status and social well-being as individual members?

12. Does the family make provision for the care of the aged, grandparents and relatives, which, although a decreasing function in modern urban life, is still an important one?

13. Since the family is the best means of securing satisfactory social control of reproduction and child rearing, does the family assume its responsibility in race continuation, from the standpoint of the number of children produced and the physical and social heritage given to them?

WHETHER a couple work out a good or a bad adjustment in their marriage depends upon these factors. What combination of conditions in their respective lives prior to engagement and marriage contributes to a large number of common interests and bonds, and what tend to be liabilities? How far do the couple have insight into their strengths and weaknesses as a couple contemplating marriage? Do they have a philosophy about marriage and family life that will be an asset to them in meeting the hard knocks of life? Do they have some idea of the kind of objectives or norms toward which they are moving as a couple contemplating marriage? They may not have definitely formulated their desires, but have they thought them through sufficiently well so that each knows what he is seeking from marriage, and what the other wants the marriage to mean?

If three rules were to be offered for success in marriage and family life, they might be these: First, every couple assuming the responsibilities of marriage and parenthood should do so with as adequate a preparation as possible; second, they should enter into the undertaking with an abundance of zest and enthusiasm for its permanence and success; and third, they should expect to work at the job, daily, monthly, and eternally, to make it succeed, just as diligently as one needs to work at a vocation in other fields to gain satisfaction from work and achieve success in a profession.

The needs of young people for educational guidance in these matters begins in childhood, when the home and nursery can give them the right kind of direction. The better development of the objective of Worthy Home Membership throughout the course of schooling would make possible a kind of education for successful home and family living not now to be found in any part of our private or public school educational system.

WE now come to a consideration of the purely advisory needs of young people in this field. A large amount of clinical need arises when the educational system fails to function in some area of life where education is needed. Hence one reason for the current interest in family relationships and the need for counseling in this field.

In advising young people about marriage, one must be sure of one's own point of view on the many questions that may arise. In the course of interviewing young people, one must expect to encounter circumstances and situations which, to many teachers, parents, ministers, and others, may seem wrong and unpardonable. When adults take (Continued on page 30)

Rub-a-dub-dub . . .

Three men . . . and one tub

Bon Ami is the answer



Bon Ami makes short work of cleaning up after "the men" of the family. First, it cleans quickly—and *polishes at the same time*. Then it washes away easily . . . leaving your bathtub gleaming and unscratched! For Bon Ami contains no harsh substances to mar the surface—yet it is so thorough it makes hard work easy. Try Bon Ami. You'll like the way it works. You'll like, too, its kindness to your hands.

"hasn't scratched yet!"

Bon Ami



the better cleanser for all your cleaning

ADVISING YOUNG PEOPLE ON MARRIAGE

(Continued from page 29)

this attitude toward the life questions of young people they often shut the door to a useful service to youth. In advising young people, it is well to remember that they like to be let alone, to be able to grow up and make their own decisions, to have the approval and sympathetic interest of adults in their lives and activities. They do not like to be preached to; to be overly supervised; to be too much restricted in their freedom; or to feel that they are constantly being spied upon by their parents. In these respects they are not unlike most adults.

There are two general types of advisory service for young people. One type is given from the point of view of the specialist, the other from that of the more general adviser. The physician is probably the best example of a person who is called upon to advise young people as a specialist. In this type of service the client presents a specific problem and the physician or other specialist makes a diagnosis and advises what procedure the client is to follow. In the educational type of service both the problems dealt with and the treatment recommended are likely to be less specific and less well defined. It is this second type of service that most parents and teachers are called upon to give.

There are, of course, no set answers to many of the questions asked by young people of high school or college age, and the function of the adviser is not so much to recommend a course of action as to help the young person to think through the bases of the problem, to consider the choices open to him, and to see the probable consequences of following any one of them. In this way, the young person makes his own decision as a result of the analysis and the insight into his problem gained as a result of the interviews.

Another matter which may be of interest to parents and teachers is the kind of questions young people of high school and college age ask about courtship, mating, and marriage. Their first questions usually involve the etiquette of association with the opposite sex, and assuming that the home and school give the young person a good knowledge of human biology, the great need of the high school age is not so much direct sex instruction as instruction in etiquette and social ethics. At the end of the high school years and up to about twenty-two or -three years of age, young people ask more specific questions: whether to marry this person or another; responsibility for the par-

tial support of a relative which interferes with marriage plans; broken engagements; lack of attraction for young men or women; and lack of opportunity for meeting desirable young people of the opposite sex. As marriage approaches they ask for more definite information about the obligations of newly married life, involving budgeting, sex instruction, personality matters involving compatibility, in-law relationships, continuing education, differences in religion, cultural background, and nationality, objectionable personal habits of the fiancé, standards concerning relations with the opposite sex during engagement and after marriage, whether the wife should continue to work after marriage, having children or not having them for several years, health problems related to marriage, and many other vital and important matters.

Rather than try to give an account of how to deal with each and every type of question of this sort that arises, it would seem more useful to present a technic for approaching the task systematically. It is unnecessary to caution against untrained and inexperienced persons attempting to deal with many questions of this sort. Of course many who do give advice in this field feel less well qualified than they would like to be; but at the same time there is no excuse for wholesale advice-giving just for the satisfaction of having a few young people as one's confidants if one is unable to do more than listen to their troubles and has no constructive service to offer. True, in many instances all that the young person needs is a sympathetic parent or teacher in whom he can place his confidence and to whom he can talk freely, and this is a service already rendered by thousands of adults and leaders of youth.

It seems essential that in the future our educational institutions should provide for their students some opportunity for gaining an insight into some of the simpler technics involved in becoming a good adviser to young people, in whatever capacity they may in the future be associated with them, whether in a Sunday school class, a Scout troop, a 4-H club, or as a parent or classroom teacher.

The following list of points to be considered is part of a contrast blank* which has been found useful in giving form to counseling with the older group of young people approaching marriage. The items are checked for the person interviewed, the fiancé, and additional notes. It is intended to help the young person to think through

*Copies of the blank are available at 5 cents each from the Merrill-Palmer School, 71 East Ferry Avenue, Detroit, with a discount of 10 per cent for 10 or more. The suggestions or criticisms of those who use the blank will be welcomed.

with the adviser some significant aspects of his problem in relation to mating and marriage. It should be observed that it is an interview blank, not a questionnaire to be filled out by the advisee. Though any person who is asked to advise in such matters may find the schedule useful, it is recommended for use by a trained adviser. While some item on the schedule may not seem relevant, taken by itself, its interrelations with other information may be more valuable in a particular case than will at first appear. Each item becomes the potential basis for a discussion of other related questions. For example, in Item 1, Age, important questions may arise as to whether persons of the same age should marry, or whether a girl should marry a man older or younger than herself. In Item 4, Education, the question of whether persons of college and non-college education should marry may arise. Item 16, Occupations of Parents, may indirectly give some insight into the comparative socioeconomic status of the two families, making it unnecessary to ask direct questions about family income. Item 33, Money Pattern of Parents, may form the basis for a discussion of the young person's own ideas, if he has any, about the business of family life and the way in which he is going to handle financial matters. This will give the adviser an idea of the possibilities and use of the contrast blank.

The need for certain kinds of training for teachers, parents, and other professional workers in this field is still largely neglected. The parent-teacher association might very profitably promote study classes for parents and teachers, presenting technics of advising youth in this interesting and complex field of pre-marriage and marriage problems.

1. Age.
2. Length of engagement.
3. How and where did you meet?
4. Education.
5. Major in college.
6. College debts.
7. Nationality
 - Father.
 - Mother.
8. Religious views.
9. Religion of parents
 - Father.
 - Mother.
10. Club affiliations
 - In college.
 - Present.
11. Physical vigor (if no examination).
12. Eugenic history.
13. Mental level (test or scholastic grade average).
14. Emotional stability and mental health (from interview).
15. Occupational history (home and outside).
16. Occupation of parents.

17. Family living together?
18. Knowledge of family of fiancé.
19. Attitude toward fiancé's family.
20. Number brothers and sisters.
21. Rank among children.
22. Parental attachments.
23. Sibling attachments.
24. Agreement as to having children.
25. Agreement as to number of children.
26. Where do parents live?
27. Where will you live after marriage?
28. What is your income?
29. Years worked.
30. What savings have you?
31. Born and reared city, village, farm.
32. Mobility of parental group.
33. Money pattern of parents.
34. Your plans for money handling.
35. Economic responsibility.
36. When do you plan to marry?
37. Reasons for date above.
38. Personal habits you dislike.
39. Do you smoke?
40. Do you drink?
41. Personal appearance of individual.
42. What recreational interests have you?
43. What are your hobbies?
44. Interest in art, music, drama, etc.
45. Primary interest—people or things.
46. Primary interest—country or city.
47. Will wife work after marriage?
48. Background of sex attitudes and relations.
49. Attitudes and relations with opposite sex during engagement.
50. Attitudes and relations with opposite sex after marriage.
51. What ultimate aims have you for your married life?
52. What do you like most about your fiancé?
53. What do you like least about your fiancé?
54. Premarital relations.
55. What is your greatest ambition in life?
56. What have you read in preparation for marriage?
57. Unusual crises in life to date.
58. Type of wedding planned.
59. Test and examination reports:
 - a. Physical pre-marital.
 - b. Bernreuter Personality.
 - c. Thurstone Personality.
 - d. Detroit Advanced Intelligence.
 - e. Vocational interest blank—Strong.
 - f. Values test.

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THE NATIONAL
PARENT-TEACHER MAGAZINE
1201 16th Street, N.W., Washington, D. C.

SO THAT YOUNG EYES MAY SEE

Safely



YOUNG EYES need more light than middle-aged eyes. For a child's eyes are not fully developed until she is seven years of age or older. Eyestrain resulting from reading or studying in poor lighting may cause not only serious eye trouble, but even nervous disorders.

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FIRST AID IN HOME AND SCHOOL

(Continued from page 9)

what to do to protect themselves from possible complications. It is a splendid thing to have a doctor and a nurse at school, ready for serious emergencies, but nobody ordinarily goes through life with a doctor or a nurse at his heels to bind up every little scratch. Far better teach self-reliance and intelligent discrimination as to the seriousness of accidental hurts.

That children learn to do by doing is a commonplace of education today. This is as applicable to first aid as to other knowledge. There are many simple first-aid principles which can be taught as occasion arises. If I were putting on that little sketch at a parent-teacher meeting, here are some of the things I would consider adding in dramatic form:

Head injuries: A child falls off a swing and lands on his head. The teacher (or mother, if the accident happens at home) looks him over for cuts or bruises. If found, they are treated with an antiseptic and sterile bandages, if they are small and superficial. If cuts are deep or wide the child is taken to the nurse or doctor for examination. Such cuts may require stitching to insure their healing rapidly with no disfigurement. Cuts on eyelids should often be stitched to prevent them from healing unevenly and distorting the eyelid, perhaps to the point of making it impossible for the lid to close properly.

If there are no cuts or bruises there is still danger of concussion. If the child complains of headache, dizziness, or loss of memory he should lie down quietly until the doctor can be sent for. The teacher asks the child if he remembers about the accident or what happened just before it. If necessary she asks more questions—what day of the week it is, what he had for breakfast—anything to test his memory, for loss of memory frequently is a sign of concussion. If the child says he feels quite well, the teacher makes him bend over and walk around the room to see if he is dizzy, or stand still with his eyes shut to see if he sways. All this is important because a concussion is a bruising of the brain tissue. Often the victim of concussion declares he feels perfectly unaffected by the accident, but if any of the above signs occurs, he should either be taken as quickly as possible to the nearest hospital or should lie down until a doctor can see him.

Cinder in the eye: A child gets something in his eye while playing outdoors. He comes in with his eye tight shut and his fist pressed against it. The teacher explains that he must open the eye and hold the two lids apart, to let

the protecting tears collect and wash it out. Or he must put his head back, pull the upper lid down over the lower one and roll his eyeball around, and then let the upper lid fly back into position. This gives the lower eyelashes a chance to brush out the cinder. If neither of these works, the teacher does *not* try to remove the speck with the twisted corner of a handkerchief, unless it can be located on the edge of the lids. She takes the child to the nurse or the doctor. She knows that the cinder may be embedded in the eyeball and should be removed by expert hands, with, possibly, a local anesthetic and a magnifying glass. She knows the risk of lost eyesight through infection or wounds caused by inexperienced hands.

Injuries to bones or joints: A child sprains his wrist or ankle at a hockey game. The teacher puts cold compresses on at first, and sends for the nurse or doctor. Injuries to bones or joints are not to be dealt with by amateurs; there is too much danger of fractures, and it is too hard to tell, without X-rays, just how serious the injury is. Incidentally, a *fracture* is a *break*. I have known many people,

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What factors must be borne in mind in advising young people about marriage and family life? 7.
2. How can the school teach children the fundamental principles of first aid in a way which the children will carry over to the home? 9.
3. What are some of the ways in which the home can be made a spiritual center? 12.
4. If your daughter is uncooperative about helping with housework, what are some of the methods by which you may change this attitude? 14.
5. How can you interest the fathers in the P. T. A.? 16.
6. What are some points to be kept in mind when buying clothes for the baby? 19.
7. How might women, by concerted action with regard to returning purchases to the stores, reduce some of the charges for services? 20-21.
8. Why is it important that new departments in educational practices be carefully planned? 22.

grown-ups as well as children, to say, "The doctor says it's only a fracture. It isn't really broken."

General points about antiseptics: The skin protects the underlying tissues as the Cellophane on a candy bar protects the candy inside. Once the skin is broken, there is an opening for germs that are everywhere around us—even on the skin itself, although it looks clean. When the skin is cut or scratched or burned, certain body fluids rush to the spot, and these have some power to fight infection. But if the wound is too deep, or there are too many germs, or the body's general resistance is weak, the germs will win unless defeated by something besides the natural fluids. Antiseptics and sterile bandages, therefore, are necessary and should be applied as soon as possible. Strong antiseptics, such as tincture of iodine, can be safely used for wounds of small area, but where a large surface of skin is gone, iodine may be too irritating. Mild antiseptics, such as peroxide, boric acid solution, or other antiseptics recommended by the family physician, may be used in such cases. Bandages should *always* be absolutely sterile, and the part that is to go next to the wound should not be touched by the hand or fingers of the person bandaging.

Such principles of first aid can be taught at home in the same way. In some cases in our experience children have taken to their parents the lessons in first aid which have been taught at school. An important field for home and school cooperation!

There are many more points that could be covered, but perhaps these will suffice to show how necessary is the teaching of first-aid principles. In conclusion, here are a few suggestions for stocking the first-aid kit, whether for home or school use:

Buy *peroxide* in small quantities, so that it is fresh and has its full strength.

Buy *tincture of iodine* in small quantities and keep it tightly stoppered, preferably with a glass rod applicator in the stopper. If the alcohol is allowed to evaporate, the remaining mixture will be too strong and may cause a dangerous burn.

Buy *sterile gauze, bandages, and Band-Aids, Handi-Tape, or similar bandage* in convenient sizes. The three-inch size folded gauze sealed in envelopes is a good one.

Buy *absorbent cotton* in small quantities, and remember that once a package has been opened it is very difficult to keep the unused part sterile.

Buy recognized, standard brands of all first-aid supplies. The reputation of the makers is a guarantee that the products are put out under the best possible conditions.

But above all, don't take chances. It's dangerous.

CONGRESS COMMENTS

MRS. B. F. LANGWORTHY presided at the Joint Meeting of the National Congress of Parents and Teachers and the Home Economics Section at the Convention of the American Vocational Association in Chicago, December 4-7, 1935. The topic of the meeting was "The P. T. A. and the Home Economics Teacher: Their Common Interest." Mrs. Arthur R. Williams, President of the Illinois Congress, addressed the section on the subject "What Can the Home Economics Teacher Expect from the P. T. A.?"

Mrs. Noyes Darling Smith, Third Vice-President, addressed a group of parent-teacher workers in the P. T. A. departmental meeting at the Louisiana Teachers' Convention, at Alexandria, in November.

"Changing Attitudes Through Adult Education" is the title of a study program recently published by the Arkansas Congress of Parents and Teachers, with the cooperation and help of the Curriculum Study Forces of the Department of Education. Mrs. Scott Wood, President of the Arkansas Congress, is chairman of the State Coordinating Committee of Community Councils.

A mimeographed list of "Program Helps for Parent-Teacher Associations," a subject index to Congress publications and the NATIONAL PARENT-TEACHER MAGAZINE, has recently been issued. It is available from the National Office, price 10 cents.

Dr. Edgar Dale, chairman of the National Committee on Motion Pictures, is one of the two editors of a new monthly bulletin published by the Bureau of Educational Research of the Ohio State University. The *News Letter* is the title of this publication, which will carry information to the teacher about the radio, the press, and the motion picture. It will report important technics on using these mediums in education.

The Whitmire Parent-Teacher Association, Whitmire, South Carolina, is planning a large celebration for Founders Day in honor of the memory of Mrs. Phoebe Apperson Hearst, a founder of the National Congress. Mrs. Hearst's mother, Drucilla Whitmire, was born in this South Carolina village. Mrs. Hugh Bradford has been invited to be the guest speaker at the celebration.

Mrs. Hugh Bradford, President of the Child Welfare Company, has accepted an invitation to speak at the Public Forum in Richmond, Virginia, on January 28.



"Little doggie comes out next
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Mr. J. W. Faust, chairman of Recreation, spoke at the banquet of the Annual Institute of the National Council of Camp Fire Girls, which was held in New York in January. Camp Fire executives from all over the country attended.

From Mrs. Roy S. Case, first vice-president of the New England Council of Parent-Teacher Associations, comes an interesting note. Her son, Roy Case, Jr., who is studying in Geneva, writes that he attended the first monthly P. T. A. meeting of the Ecole Internationale. "The President is a Hollander and spoke in French, others answering in English. The children in the school are Germans, Genoese, Hollanders, French, Americans, English, South Americans, Australians, Belgians, Spanish, Canadians, New Zealanders, Bulgarians, Czechoslovakians, Finnish, Italians, Russians, and Chinese, so naturally the parents form quite an interesting cosmopolitan group."

As Mrs. A. H. Reeve says, "the International Federation of Home and School forms a chain around the world!"

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DEMOCRATIZING

THE CONGRESS

1920-1923

by Winnifred King Rugg



MRS. MILTON P. HIGGINS



IN 1920 Mrs. Milton P. (Katharine Chapin) Higgins of Worcester, Massachusetts, became president of the National Congress of Parents and Teachers. We have seen that during the preceding long administration of Mrs. Schoff stress was placed on protective legislation and a study of social and political conditions as they affected children, together with a development of the parent-teacher idea. Now the direction of the new administration was toward the democratization of the Congress. There came a period of rapid growth in the number of individual memberships and an emphasis on the conception of the Congress as an agent for a "folk-made education." Ordinary parents became Congress-conscious, or, at any rate, conscious of needs that the Congress could meet.

Mrs. Higgins had been president of the Massachusetts branch in 1911, and in this capacity was a member of the National Board of Managers. In 1914 she became a National vice-president.

Full of energy for all her seventy-odd years, a natural harmonizer, and prompt to emphasize the religious element in child training, Mrs. Higgins embodied in her own staunch and warm-hearted fashion the spirit of the Founders. Like several of the Congress leaders, she was a woman of wealth

and gave her money as well as her time. In the three years of her presidency her visits to states are numbered at eighty, to towns and cities, 197, and her talks and addresses amounted to 257, to say nothing of yearly trips in behalf of the work from the time she became vice-president. She carried to all her tasks a natural cheerfulness that made even the discomforts of slow and stuffy trains something to joke about, and the human beings she encountered an everlasting source of joy.

A typical scene on one of the "Mothers' Crusade" tours may be reconstructed from Mrs. Higgins' notes. First there is a harassing ride over a corduroy road in a Model-T Ford car, far out into the country. There is the arrival at a little schoolhouse set in a grove. Rusty cars are parked here and there among the trees, interspersed with more than a few horse-drawn vehicles. People have brought their lunches and the scene has the holiday appearance of an all-day picnic or a camp meeting. When the National

Congress contingent shows up in its panting car, the schoolhouse is full, with the ministers, teachers, parents, and children assembled from all the surrounding towns. Mrs. Higgins, or perhaps Mrs. Mears, characteristically begins with a Bible reading, quite in keeping with the camp meeting aspect of the gathering, and then the people are ready for a child welfare talk. In most cases these meetings resulted in the forming of a parent-teacher association.

Among several important changes that occurred during the presidency of Mrs. Higgins was the reorganization of the standing committees into five departments, each consisting of a related group of outstanding committees, each of which in turn had its own National chairman.

Another change was in connection with the magazine, which came under a new editorial board in 1922, with Mrs. A. H. Reeve as editor. The new board paid tribute to its predecessor in these terms:



"It is with a profound sense of gratitude that we look back upon the many years of faithful service and untiring zeal of the former editorial members who have for so long a period given to the magazine their voluntary service. The *Child Welfare Magazine*, with its many helpful articles, has proved a strong link in binding together the forty states which belong to the National Congress of Mothers and Parent-Teacher Associations, and the help and inspiration found in its pages have been great blessings to our associations."

The use of the present National Congress pin, with the golden oak tree on a blue field, dates from 1922. The magazine had already displayed the oak tree on its title page, but the emblem most often used previously by the National Congress had been the star. The Board now recommended the oak tree as a suitable design for a pin. In 1927, when preliminary steps were being taken for trademarking the pin, it was found that since the copyright had already been secured by the magazine, the use of the emblem by the National Congress was permitted and protected.

In Mrs. Higgins' administration began the valuable project of conducting college courses in parent-teacher work. Owing to the success of a three-lecture course on that subject, given by Mrs. Arthur C. Watkins at Teachers College, Columbia, in 1921, a three-weeks' course of the same kind was given there the next autumn. This was not a course in parent education, but in educational administration, and was especially designed to inform school executives regarding the purposes and methods of organizing and conducting parent-teacher associations. The popularity of this course called forth requests for many courses elsewhere.

All possible efforts were now being exerted for increasing the membership of the Congress. It was announced at the 1922 convention in Tacoma that the pursuance of the plans for intensive work to enlarge the membership had resulted in the addition of 100,000 new members during the preceding year.

The Tacoma convention—as befitted the close of the quarter-century—may be considered, in some respects, a turning point in Congress history. It was marked by the acceptance of the revised by-laws, by a somewhat clearer evolution of certain policies for future action, and, as far as the method of conducting conventions went, by the greater use of section meetings and round table conferences and by a program that provided more recreational features.

The general topic of the convention was Progress. Five policies for future action, though not actually a platform,

took more or less definite shape at the convention and at board meetings and conferences, or by the sense of the meeting. These were: (1) peace, secured by an enlightened citizenship which has been trained by enlightened parents and teachers; (2) increased attention to the training of the preschool child; (3) study of the problems of the high school period; (4) deeper spirituality, non-sectarian but based on the consciousness of the fatherhood of God and the brotherhood of man; (5) unity, to bring together local needs, states rights, and national powers under the one creed: "In essentials, unity; in non-essentials, liberty; in all things, charity."

Special mention should be made of the pronounced revival of interest in the training of the preschool child, a subject that had been uppermost in the minds of the founders, though they may never have used the term "preschool." There was now a striking increase in the number of preschool circles and in opportunities for young mothers to secure information about the physical, mental, and moral training of their children in the formative years. In advocating preschool circles the Congress was returning to the plan and purpose of Alice Birney for mothers' circles and the study of childhood in its most plastic period.

The 1923 National convention in Louisville, Kentucky, showed a still greater number of section meetings and round table conferences. This, in a measure due to the grouping of standing committees into departments, made it possible for the convention to cover a larger field in a shorter time. The group conference method of conducting meetings has since been used with increasing frequency at National and state conventions.

Continually the work of organization was pressed. It was the dearest wish of Mrs. Higgins to carry the National Congress to all the people of the country, and to this end she spared herself no effort in traveling throughout the states. On retiring from office in 1923 she introduced the new president, Mrs. A. H. (Margaretta Willis) Reeve of Philadelphia, to an organization with a membership of 530,000. During that time fourteen state branches were organized or reorganized—Florida, Louisiana, Maine, Minnesota, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Oklahoma, South Carolina, Virginia, West Virginia, and Wyoming.

After the close of her service as president, Mrs. Higgins continued to travel on Congress work. Her death came with great suddenness, in January, 1925, at the close of a meeting of the Executive committee of the National Congress in Philadelphia, which she had been invited to attend.



"WHO is the most important member of this household, anyhow? And why shouldn't I have foods every bit as good as the foods my parents eat? 'Every day I see my parents eating Heinz foods, with the famous 57 Seal! You can't blame me for raising a rumpus when I find that somebody is trying to feed me strained foods that don't carry the same quality emblem. I want the best. I want Heinz Strained Foods! 'You think I don't know the difference? You think that I can't detect that fresh 'garden-flavor'? You think that I don't appreciate the rich, natural color of Heinz Strained Foods? Well, I do; and most other babies know the difference, too!

"I've heard my mother tell about the spotless Heinz kitchens, the famous Heinz cooks, and the rigid Heinz quality standards. And I've heard the doctor say that the Seal of Acceptance of the American Medical Association's Committee on Foods indicates that expected nutrients are present in Heinz Strained Foods. They're good—and they're safe!"



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HEINZ

57

STRAINED FOODS

9 KINDS—1. Strained Vegetable Soup. 2. Peas. 3. Green Beans. 4. Spinach. 5. Carrots. 6. Tomatoes. 7. Beets. 8. Prunes. 9. Cereal.

LET'S CELEBRATE

(Continued from page 17)

a stick of cinnamon, and a few cloves until it gives off the delicate aroma of apple orchards in the October sun. Serve this in thick mugs if you have them or, so that the waste-basket can be your dish pan after this party, in the paper cups made for hot drinks. It's warming to the interior of a young gentleman who has zipped down the hill, and plodded up, times beyond count; and dietetically speaking, it balances the ham and beans with delicate accuracy.

Lincoln logs and tangerines for dessert. Easy to fix, easy to eat, and easy on the digestion. For the logs you can cut any simple sponge or butter cake, baked in a square-cornered pan, into pieces about three inches long and half an inch each way. Frost them lightly with an uncooked icing and roll in chocolate sprinkles.

Now to an open fire in the living room to tell stories, listen to a favorite program on the radio, ask riddles, swap jokes. And so home and to bed! "It was a swell party, Mom. The fellows thought it was neat."

BUT how about little sister? She wouldn't consider such goings-on a party at all.

"I'd like mine pink—and a real cake with decorations—and eat in the dining room with candles."

So, I think, it was for little girls that good St. Valentine came into this world. His birthday has romance, and daintiness, and frills and furbelows, and pink and white and gold. A luncheon for the ladies! For the afternoon there are games and fortunes and costume design in doll dressing and jewelry. We can wear our best dresses and display our best manners and—"Thank you very much—I've had a lovely time!"

Place cards, by all means—just simple, lacy valentines, with the names written on the front and the menu on the back. Red ink adds to the gaiety and the sensation of its being a special time. And even having a menu seems very festive!

Here it is:

Love Apple Bisque. (So much grander than plain tomato soup.)

Queen of Hearts Chicken. (After all, a pimento heart on creamed chicken is easy.)

Sweetheart Potatoes. (Mashed sweet potatoes cut heart-shaped, dipped in milk and crumbs, and baked brown.)

Lovers' Knot Rolls. (With a simple twist of the wrist and some yeast or baking powder biscuit dough.)

Valentine Mousse. (Dissolve eighteen marshmallows in a cup of canned raspberry juice. Let cool and fold in one cup of whipped cream. Freeze

for three hours. It's a heavenly pink.)

Cupid's Cake. (White cake with pink icing, pink candles, and a marshmallow heart in the middle.)

After lunch, when the table is cleared, the party can gather around it again and get to work on the first contest. Each little girl receives a small package wrapped in white paper and tied with pink ribbon, or wrapped in pink paper and tied with white ribbon—I'm quite broad-minded about your choice. Inside put a paper doll with enough pink and white crêpe paper and small gold or red hearts to dress her fit for a royal reception. A few pairs of scissors and some tubes of paste, and imaginations and ingenuity can run riot. Half an hour is the time limit and the prize—a book or a set of paper dolls.

Even lady-like legs feel the need of exercise, so the next contest calls for moving around. A target of any sort of material is covered with white cloth or paper on which is a large heart in crayon or water color. The center is red, the next row green, the next blue, and the outer one yellow. Arrows are shot at it with a bow, or feathered darts are thrown at it. All of this can be made at home or bought very cheaply, with the exception of the heart drawing—which any one with half an eye can do.

If your arrow hits the blue,
Your love will be forever true.

If your arrow strikes the green,
Happiness is plainly seen.

If your arrow reaches yellow,
A ripe old age you'll have—and mellow.

If your arrow touches red,
A queenly crown is for your head.

Next on the program is the old favorite of carrying peanuts on a knife from one side of the room to the other. But this time it is carrying tiny candy hearts—the red, clove ones that will roll so tantalizingly. And the prize, a heart-shaped box of pink bonbons. There is something glamorous about bonbons, and when they're pink—!

And now for a little personal adornment by way of costume jewelry individually designed. A large needle and a coarse thread, a box of assorted sizes of red and gold paper hearts for each guest. You will be surprised at the variety and originality of the earrings, necklaces, bracelets that will appear. And going home won't be half so hard when you can feel as royal as the Queen of Hearts. The prize for the prettiest jewelry ensemble might be a little glass heart on a slender chain—the pink ones are pretty and none of them costs much.

WELL, we've divided the holidays pretty carefully, so far, between the boys and the girls. Perhaps we'd better join forces on Washington's Birthday and make it a real Father of His Country party and include both of

them. So gather the little ones, but not too little if you are going to play the highly intelligent games called for this time.

White crêpe paper fichus and caps for the girls to put on when they arrive and paper tricorn hats and stocks and jabots for the boys. By this dressing up, the ice will be well broken. A colored rosette for the boy to pin on his manly chest and a paper rose for the girl may match up in tint to choose partners.

The first game is called Crossing the Delaware and requires a few dozen paper stars and a few dozen paper straws. Each set of partners stands in turn at the end of the room where a table holds the straws and a bowl of stars. At the other end of the room is another table with an empty bowl. In the center of the room is a pan of water. That's the Delaware River! The straw, held in the mouth, must be used to pick up a star, without the aid of human hands, and by suction of the breath the star must cling to the straw while the bearer goes the length of the room, stepping high over the pan of water, and drops the star in the bowl at the other end of the room. Five-minute limit on this stunt, and the couple getting the greatest number of stars safely transported wins the prizes—one for the boy and one for the girl.

Next on the program is a prize for the couple who can most nearly complete a jig-saw puzzle of Washington, or something connected with his life, in a given time. The puzzles are post cards cut into pieces and put in an envelope. Each couple picks one envelope and takes it to a convenient card table.

And now for the military drill with boys on one side and girls on the other. A girl drills the boys and a boy drills the girls. Any idiotic order may be given, the sillier the better, and any one who laughs must drop out. A sense of humor in this game is a liability instead of an asset. At the end of a given time, the side with the most men still drilling wins.

Refreshments are festive but simple. Fruit punch made red with cranberry juice. Sandwiches with red fillings of chopped ham, dried beef, tomato catsup, and cream cheese, or cream cheese and red jelly; red, white, and blue paper plates and cups and napkins; and, in the center of the table, a Washington cream pie! The pie is really a cake of any plain sort with a vanilla filling, made from packaged vanilla pudding, the top iced with white and decorated with cherries and gum-drop leaves.

Red fruit sherbet, with a miniature stars and stripes sticking triumphantly on the top, completes the party.

And a good time was had by all!

HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

Parent Education Study Course: The Progressive Home



● THE HOME AS A CULTURAL, SPIRITUAL CENTER

by EMILY NEWELL BLAIR
(See page 10)

I. Points to Bring Out

1. It is important for parents and others who rear children to realize that culture means more than education. Education must be combined with training in "spiritual qualities." Providing educational advantages develops only one aspect of culture. Spiritual values must be equally developed, if the individual is to be termed truly a cultured person.

2. The author states that there are four qualities which are basic in spiritual development: honesty, purity, unselfishness, and love. Homes should be centers in which these four qualities are developed.

3. It is not enough for the parents merely to set a good example. This is essential, but to the example should be added methods whereby the child himself has a chance to practice desirable qualities.

4. "The only safe training for any new generation is that based on those values which men have learned through the centuries to be enduring, the highest we know of."

5. The development of true culture is the responsibility of parents, since by both example and precept in the home children may develop spiritual qualities as well as learn to take advantage of all that education offers.

II. Problems to Discuss

1. What are some situations in the home that help in developing desirable character qualities?

2. May a child be trained to have such high ideals that it is difficult for him to adjust to the world as it is today?

3. Is it possible that spiritual values may be emphasized to such an extent that children may not be able to "get along" with their friends or even to get along in school?

4. How may the home as a cultural center develop a higher standard of spiritual values for the community, the state, the nation?

Helps in Directing Study Groups

THE article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

No Starchy Lumps TO UPSET DIGESTION

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**ROYAL
PUDDINGS
CHOCOLATE
VANILLA**



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

ADULT RECREATION PROGRAM

Wisconsin

THE Committee on Adult Recreation in Kenosha County is proving that rural people enjoy play just as whole-heartedly as their city cousins if a well-planned, supervised program is provided. In October, 1933, the county Recreation committee, which at that time was interested chiefly in providing a program for the rural school children, appointed two of its members to serve as a subcommittee to study the possibility of organizing a program for people above grade school age.

Eighteen months after the appointment of that subcommittee, the program of adult recreation had developed into one of the most outstanding projects ever sponsored by the Kenosha County Parent-Teacher Association.

During the past winter about 1,200 people participated in the activities promoted by this committee. Dartball was the activity which interested the largest number of people. Eighty-four teams, organized into eight leagues, played dartball an average of once a week for twenty weeks, and provided recreation for over 1,000 individuals. A basketball league and two volleyball leagues rounded out the winter program.

During the summer of 1934 the committee inaugurated a program of night softball under lights. Four townships constructed publicly-owned, lighted softball fields. In three cases the town boards made appropriations to help meet the cost of building these play areas.

It was midsummer before some of these fields were suitable for play. Therefore, the program was not completely organized last summer. Nevertheless, four young men's leagues of thirty teams and a girls' league of four teams were organized. Many school districts formed teams too late in the season to form leagues, but these played independent games frequently. By the middle of August, forty junior and senior men's teams and fifteen young women's were playing either league or independent games.

Admission was not charged at these games. Sometimes a collection was taken up. Occasionally a benefit game was staged at which there was a small charge to raise funds. The people soon came to look upon these night playground areas as places where they

could be reasonably certain of finding many of their friends upon a summer night. The fields became community centers. The average attendance at each of the four public fields was 750 per week. About 40,000 watched the games throughout the county in a period of twelve weeks. In early September a tournament was staged to determine a county championship team in each division. Six hundred attended one of these games.

Six weeks after the close of the softball tournament, the dartball leagues swung into action. The schedules ran from November 12 to April 8. Six leagues played on Monday evenings and two on Tuesday evenings. Three games were played each evening—each game counting in the league standings. Many schools entered more than one team in the various leagues.

Dartball is a fad game. Nevertheless, it is a game that has a universal and almost uncanny appeal to people of all ages. If wisely promoted and established in a community, the interest is certain to remain for at least two years. In many communities the interest has been maintained at almost "fever pitch" for four or five years. Dartball can be played in a small space, which is essential in many communities. Any one can learn to play in a short time. The cost of the equipment is low.

The committee predicts that the program will reach new heights this summer. Two more townships have made appropriations for lighted softball fields. This brings the number of publicly owned fields to six. These six fields, together with three privately owned fields, will be utilized for the committee's summer program of softball under lights. Two townships have already entered forty-two teams. If the remaining six townships average ten teams each, the total number will exceed the one hundred mark.

Several townships are planning to install lighted horseshoe courts for night horseshoe leagues. In addition to softball and horseshoe under lights, one township plans to build a combination court for volleyball, basketball, badminton, and tennis.

The committee has organized recreation boards in the various townships. The object of these boards is:

1. To perpetuate and promote recreational activities.
2. To maintain a standard of honesty, courtesy, and manliness in recreation.
3. To institute uniform rules, regulate, and govern all forms of recreation.
4. To cooperate and assist in the organization and supervision of activities promoted by the county committee.

These boards are composed of one individual from each school district in the township. These persons, in turn, elect their own officers.

The committee also laid the foundation for the bill S. 66, now pending before the state legislature. This bill would give county boards the power to appropriate money for recreation programs.—GEORGE B. PRICE, *Kenosha County Recreation Chairman, Route 3, Kenosha.*

COUNTY COUNCIL MEETING FOSTERS COMMUNITY SPIRIT

Alabama

Reaching schools without parent-teacher associations or without associations which are Congress units has been the principal endeavor of the Jefferson County Council of Parent-Teacher Associations this year. In previous years, the council has not maintained close contact with the ninety-seven schools in its district because some of the officers do not have cars, and because council dues which might be utilized in travel to the schools are expended in sending notices to members, the majority of whom do not have telephones. For these reasons, the council this year decided to replace the regular autumn meeting held in Birmingham with four meetings held in well-distributed parts of the county.

At each of the two meetings which have been held already, the attendance has approximated that at the regular council meeting. Plans outlined by representatives of local associations during roll call are in turn enriched through the department programs outlined by state and county officers. After the morning session, the hostess school serves lunch for a small sum. At the luncheon the local president presides, the local minister gives an invocation, the school principal welcomes the visitors, and the children serve as hostesses and assistants in entertainment. In this way, the council fosters the development of community spirit toward the organization. Music which keeps the meetings lively and harmonious is made possible through the help of the county Music chairman.

Jefferson Council has gained a reputation through the stunts featured at such meetings. Just before the meeting or the performance, as many persons as possible are chosen and given brief instructions on what they are to do. Of course, these instructions must be carefully planned for simplicity and brevity. Stunts are sprightly, amusing, and pertinent to the work of the local association.

In place of the fifty-one schools which have formerly been Congress units, there are now eighty-nine parent-teacher associations, many of which have already sent state and National dues to the treasurer. If the membership asks that this program be continued next year, the council will approach the board of education concerning using the school buses to bring the delegations to the meeting place.—*MRS. WILLIAM BAILEY, JR., President, Jefferson County Council of Parent-Teacher Associations, Birmingham.*

ANOTHER ACTIVE COUNTY COUNCIL Tennessee

Parent-teacher associations in Morgan County have cooperated with the county superintendent of school in providing library facilities and in the reduction of one-teacher schools. Morgan County is located in the Cumberland Mountains, and its problems are common to rural areas. It was organized in 1817, and named for General Daniel Morgan, of New Jersey, who distinguished himself in the Revolutionary War. There are 529 square miles in the county, a population of 13,603, or an average of twenty-five persons to the square mile. The county has no large towns. An awakened leadership through the efforts of a few began providing libraries for rural schools.

The Tennessee Educational Commission reported in 1934 that there were only five books per grade in the rural school libraries of the state, and that they were of poor quality and in bad physical condition. No public library facilities were available. The county superintendent, with P.T.A. units cooperating, began about two years ago a campaign to provide every school with a library. Rapid progress has been made. In 1934, there were eighteen schools without libraries. In 1935, fifteen libraries had been provided, leaving only three schools without libraries; and before the close of 1936, there will be a library in every public school in Morgan County.

Small communities responded in raising money for books. In a one-teacher school with forty-one pupils, there were only six textbooks for the entire school. Through funds raised

by the parent-teacher association, these children are now provided with the necessary books. This effort has reached throughout the county. Larger schools cooperate with smaller ones in securing library funds. These activities of cooperation between schools have developed a spirit of unity in the county system.

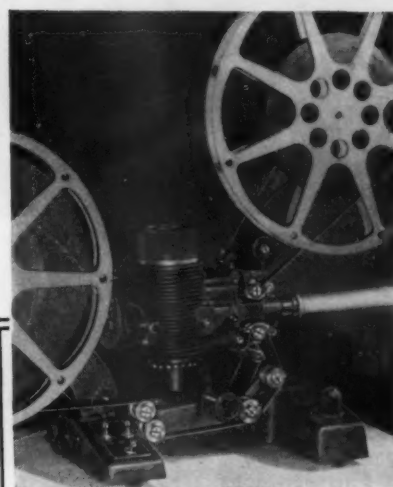
Another outstanding achievement in Morgan County has been in the reduction of one-teacher schools. In 1930, there were twenty-nine one-teacher schools. In 1935, the number was reduced to seventeen. The goal is to reduce this number to eight one-teacher schools. Making use of accessible highways, the Morgan County Board of Education is providing the children of rural communities an opportunity to attend consolidated schools with better teachers and facilities. In the school year of 1934-35, there were 1,530 pupils enrolled on bus routes, and an average of 1,302 attended a consolidated school each day by transportation. The county operates twenty-one modern buses, and has rigid requirements for libraries. The average cost in Morgan County for transporting pupils per month is very low. The school records show that they are transported at a cost of 88 cents per pupil per month. The transportation has not only aided the students, but has brought the county closer together socially and educationally.

In relation to the additions to library facilities and the reduction of the number of one-teacher schools, the P.T.A. units of Morgan County have cooperated with the county superintendent in the improvement of schoolrooms, buildings and grounds, and created public sentiment in favor of better schools. The county superintendent has as a goal, a P.T.A. for every school in the county. Morgan is in the sixth district of seven counties in the Cumberland Mountains, and the progress it is making is very gratifying to the parent-teacher movement of the district and state.—*MRS. J. D. BURTON, President, Sixth District, Tennessee Congress of Parents and Teachers, Oakdale.*

P.T.A. CONFERENCE AT TEACHERS COLLEGE Michigan

Mrs. J. K. Pettengill, First Vice-President of the National Congress of Parents and Teachers, was the guest speaker at a Parent-Teacher Conference held at the Western State Teachers College, Kalamazoo, as a special feature of the summer term last year.

The first session of the conference—an all-college assembly—was addressed by Mrs. Pettengill on the subject, "A Parent's Challenge to



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A mother writes on educating our daughters for useful service rather than for mere busy work for the sake of "doing something."

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by Eleanor B. Stock

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Health Insurance for Mother and Baby

by Margaret House Irwin

A nutrition specialist discusses the diet of the expectant mother and tells why it is very important.

RADIO PROGRAM

National Congress of Parents and Teachers

February 5

"Freedom of Expression, of Press, and of Teaching."

HERMAN G. JAMES, President, Ohio University, Athens.

February 12

"Indoctrination: What Does It Mean?"

CHARLES H. JUDD, Professor of Education, Chairman, Department of Education, University of Chicago.

February 19

"The Doctor's Relation to the Home."

DR. C. A. ALDRICH, Chicago.

February 26

"Critical Appreciation of Motion Pictures."

EDGAR DALE, Bureau of Educational Research, Ohio State University, Columbus.

2:30 P. M. Eastern Standard Time
National Broadcasting Company

Teachers." She discussed the "needs of the parents" as the first challenge and emphasized the value of parent education as a way of meeting this need. As a second challenge, Mrs. Pettengill urged home-school cooperation, not for the purpose of giving information alone, but rather that such cooperative effort should have as its chief ideal the betterment of child life. The activities of parents offer a third challenge to teachers. Guidance is needed to see that such activities are directed toward the social problems which affect society as a whole. The speaker stressed the need for changing the world in which the child lives instead of spending so much time preparing the child to live in a changing world.

Following the assembly program there was a special conference for parent-teacher workers over which Mrs. W. T. Sanders, President of the Michigan Congress, presided. Taking as her subject "Our P.T.A. Frontiers," Mrs. Pettengill discussed the agencies with which the P.T.A. should cooperate and the many activities which it should incorporate into its program if it is to be of real service to the community. So much interest was shown and so many questions asked that it was decided to continue the session after the luncheon.

Later in the afternoon Mrs. Pettengill addressed a college class of 150 students, to which visitors were invited, on the subject "The Parent-Teacher Association and the School." She emphasized especially the promotion of programs for the constructive use of leisure time, for the development of health, for the extension of cultural opportunity, and for the betterment of community life.

The conference was planned by William McKinley Robinson, Director of the Summer Session and Rural Service chairman of the National Congress, so that the entire student body of nearly 1,500, chiefly experienced teachers, and faculty might get Mrs. Pettengill's message and from it gain inspiration to further their efforts along the line of parent-teacher understanding and cooperation. Parent-teacher workers in southwestern Michigan, lay members, were privileged to hear Mrs. Pettengill's message to the teachers and faculty; also to have conferences with her and their state president along the lines of their special problems. Many lay workers availed themselves of this opportunity and their enthusiasm may be measured in part by the number of requests that have been made for more such conferences. —DR. WILLIAM MCKINLEY ROBINSON, Rural Service Chairman, National Congress of Parents and Teachers, Western State Teachers College, Kalamazoo.

PARENT-TEACHER BOOKSHELF AND BOOK WEEK

Indiana

Recently a poster display was arranged in connection with the Parent-Teacher Bookshelf in the Fairbanks Memorial Library of Terre Haute. Membership projects of four schools were represented in the form of posters. One school used the oak tree, with branches representing the grades of the school, and leaves representing the members; one depicted a garden of daisies with a petal for every member; and one showed a boat race, with boats representing the rooms of the school in a race for the largest membership.

For the first time, a parent-teacher day was celebrated in connection with Book Week. Many enlightening books and pamphlets were provided by the state board of health, by the Indiana Congress of Parents and Teachers, and by the National Congress. Publicity recordbooks showed the history and progress of parent-teacher work, and programs from many associations and copies of the NATIONAL PARENT-TEACHER MAGAZINE, which is used extensively in local study courses on parent education, indicated local and national activity for the previous year.

This display emphasizes the strength of the Terre Haute parent-teacher associations, which now have a membership of over 1,800 persons.—MRS. B. C. DUDLEY, Publicity Chairman, Terre Haute Council of Parent-Teacher Associations, Terre Haute.

KNOW YOUR SCHOOLS

Colorado

Believing that "any community which takes credit for the success of any of its citizens must by the same law of balance assume the responsibility for the failure of any of its citizens," the six parent-teacher associations of Englewood held a series of three programs during the months of March and April, in a "Know Your Schools" campaign. These programs were designed to promote a better understanding, knowledge, and appreciation of the schools.

At each of the three programs, students from each school, including one parochial school, presented a five- to seven-minute demonstration of modern educational methods for the promotion of citizenship. Such subjects as music, art, dramatics, school library, home economics, student government, folk dancing, educational and hobby clubs as sponsored by the school were used.

Many of the subjects were dramatized with original dialogue, many clever ideas developed, such as a social science class and harmonica band in

costume depicting a camp scene on the Oregon Trail, playing and singing the songs of that day, "Grandfather's School Days," which made a comparison of the old-time school with the modern, with drawings illustrating the dialogue thrown on the screen.

The programs were especially illuminating to parents who had never witnessed a demonstration of school activity. More than 300 pupils participated.

A prominent speaker was featured at each meeting. The topics discussed were: The Value of Education vs. the Cost of Crime, The Cost of Parental Indifference Toward Education, Relation of Education to Social Security.

Wide publicity was given through the local newspapers and the schools with the result that the high school auditorium, which seats 550 people, was entirely filled at every meeting. The people of Englewood are taking new pride in their schools. The "Know Your Schools" campaign was a decided success.—MRS. H. S. MCGUIRE, *Publicity Chairman, Englewood.*

MOTHERS SUPPLY CLOTHING FOR NEEDY SCHOOL CHILDREN

New Jersey

Members of the Pennsauken P.T.A. believe that a stitch in time saves children from missing school for lack of proper clothing. Trimmed, pressed, and ready to round out needy pupils' skimpy wardrobes, about fifty little cotton dresses were exhibited in the fall. They demonstrated part of the work done by Pennsauken P. T. A. members under the chairman of the Welfare committee.

Throughout the year the P. T. A. sewing circle has met one day each month. They make mostly girls' cotton dresses in assorted sizes. In former years they made boys' blouses, lumber jackets, and underwear, but they have found that it is just as cheap to buy these things now.

Their plan is to keep one year ahead of the demand. The frocks which they made this winter will be distributed during the next school term. The present term's needs have been met by the fruit of last year's sewing circles.

How are they distributed? By the second or third week in each new term the teacher usually has a fair idea of which of her pupils will need frocks, blouses, stockings, and shoes. The principal of Pennsauken School No. 5, who is also chairman of the Juvenile Protection committee of the organization, has charge of this part of the charitable project.

In the case of little girls whose wardrobes by their sad appearance seem to wireless S.O.S., the youngsters are

taken under the principal's care and are given a frock or two. Most of the dresses are gay prints or bright-colored wash materials. No two are made alike so no child is stamped with the uniform of charity.

"We even try to choose the style which is most becoming to the child," the principal said, adding that if a little girl seems to yearn for pink she is given pink if possible.

Three sewing machines donated by residents of the community are used in making the garments. The materials used are bought with P.T.A. funds.

The association also supplies shoes, stockings, milk, lunches, dental aid, and eye-glasses where such aid is needed.—*Adapted from a story by RUTH MORTON in the Courier-Post, Camden, New Jersey, sent in by MRS. GEORGE J. FISHER, Publicity Chairman, Pennsauken School No. 5, 3415 Pennsylvania Avenue, Pennsauken.*

THE P.T.A. ROLLS UP ITS SLEEVES FOR YOUTH

Back in the summer of 1933 the schools of Flint, Michigan, closed two months earlier than usual because the city's treasury was in the red. That meant turning loose 32,000 children, with no adequate free-time facilities. So the parent-teacher association, the city Recreation Association and other agencies got busy and sponsored a community program of recreation, not only for the children but also for adults. That was the beginning of a broad program in which every agency in Flint in any way interested in recreation is now actively and permanently participating. The emergency was turned into an opportunity.

When a crisis threatens the schools of a community the local P.T.A. is apt to roll up its sleeves to some purpose. This is no news to the majority of P.T.A. members. But what may very well be news is the way so many local P.T.A.'s are rolling up their sleeves for the benefit of young people who have left school and who are faced with the problem of finding adequate work, play, and education.

The Committee on Youth Problems of the United States Office of Education has for the past year been collecting information on what is being done in various parts of the country for and by unemployed, out-of-school young people between sixteen and twenty-four years old. It found that an astonishing amount was being done in some communities, though in others the problem was still untouched. And in a gratifying number of cases the committee found the local P.T.A. among the leaders of the community program for youth. The following are typical activities reported by some of the states:



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For both boys and girls, you'll find in stores everywhere very attractive collections of ready-to-wear marked Sanforized-shrunk. You can be perfectly sure that these garments will retain their original size and continue to fit after washing until the child outgrows them. (Piece goods Sanforized shrunk, also, is available in a wide selection of weaves, patterns and colors.)

Whenever you buy washable clothing for growing boys or girls, always insist on seeing on tag or label the words



Virginia

The state of Virginia decided to make a survey of unemployed Virginia youth, to determine what was needed in the way of vocational education. In Gloucester County, the census data were gathered entirely by voluntary workers, including members of the P. T. A. The result was a tremendous stimulation of community interest in a cooperative vocational program throughout the county. In one instance where there was no teacher of auto mechanics and electricity, the representative of one of the local automobile companies was called on to teach a class in auto mechanics. He not only proved an excellent teacher but also used his well-equipped garage as a laboratory. In another case, a young man who deals with electric pumps, refrigerators, and electricity plants gave the same kind of cooperation. In this same county a number of girls were trained for clerical work and bookkeeping in cooperation with local offices, and within the six-month period of training, eight out of twelve girls received part-time employment.

Washington

The city of Seattle faces an unusually difficult youth problem, partly because it is the last outpost, both western and northern, for youthful transients and partly because, being the largest city in the state, and the seat of the university, it attracts thousands of young people who drift away from the country districts and small towns in search of opportunity. Through the cooperation of public and private agencies, Seattle now has a committee-at-large which plans leisure-time programs with particular emphasis on the needs and interests of unemployed youth. A written report from the committee-at-large to the U. S. Office of Education states: "The fact that . . . the president of the high school council of the P. T. A., which is one of the strongest civic groups in Seattle, took an active interest in the work of the committee from the beginning, has lent weight and authority to its work."

North Carolina

Durham is tackling the problem of youthful delinquency through the efforts of a dual coordinating council, one section for the white population, the other for the negro. The P. T. A. is represented in both sections. The program of the dual council serves both in-school and out-of-school youth, and includes such activities as a strong "Big Brother" movement, the provision of playgrounds and wholesome recreation facilities, drives for membership in young people's organizations, such

as the Boy Scouts and Girl Scouts, Y. M. C. A., Y. W. C. A., and the improvement of community conditions in general, so as to provide a better environment for young people.

North Dakota

Fargo has a Free-Time Council composed of public-spirited men and women who are interested in increasing educational and recreational opportunities for out-of-school, unemployed youth. Each local P. T. A. group sends a representative to this council. Moreover, each school section has a local P. T. A. committee, the chairmen of which constitute a neighborhood council which interprets the needs of the various sections to the central Free-Time Council and explains and promotes needed activities.

These are but a few instances of P. T. A. cooperation in community programs for youth. They are taken from a bulletin published by the Committee on Youth Problems ("Youth: How Can Communities Help? With Accounts of What Some Communities Are Doing." Office of Education, Washington, D. C.). The committee estimates that there are some 5,250,000 young people in the United States, between the ages of sixteen and twenty-four, who are out of school and out of work. Some of these young people are in every community, and every community faces the problem of providing employment, where possible, adequate vocational training and guidance, leisure-time opportunities, and education in a wider sense than some of us now regard it. Only initiative on the part of community leaders and cooperation between community agencies can bring about suitable programs. As an established, respected group of proven power, the local P. T. A. is a logical promoter and supporter of such community programs.

In rolling up their sleeves for the sake of out-of-school youth, the P. T. A. will also be working for the hundreds of thousands of young people who will be leaving school this summer—and the next, and the next. Although growing out of an emergency situation, a good community program for youth will not end with the emergency. It will be a permanent step toward making the United States a better place for young and old to live in.—DOROTHY B. CAMMELL, *Committee on Youth Problems, U. S. Office of Education, Washington, D. C.*

PROVIDES FOR STORY HOUR PLAYGROUND SUPERVISOR

Iowa

The Ogden Unit, in a town of 1,500, inaugurated a children's story hour for two days a week, under the su-

pervision of volunteer story-tellers, in the city park during the month of August. On Tuesdays there were stories for preschool and primary children; on Wednesdays, for the grade school children. As a result of this project, a regular playground supervisor has been appointed.

In December, finding that 23 per cent of the elementary school children were more than 10 per cent underweight, and that in 80 per cent of the cases the cause was undernourishment, they inaugurated a milk-drinking program for a twelve-week period, upon the recommendation of the school nurse. A committee solicited and raised sufficient funds for the project. One-half pint of milk with a graham cracker was served to every child who wanted and could pay, and the same to every child who needed it and could not pay. The group was very well pleased with the results, especially when one mother reported that her child, who had been fifteen pounds underweight, had gained five pounds in three weeks.

* * *

The council of Waterloo sponsored its fifth Choral Union Concert late in the spring. This union is made up of choruses from the local associations and has been singing for three years. They reported a great deal done in the field of musical appreciation as evidenced by a comparison of the music studied when the council was first organized and that upon which they are now working.

The council is very active in a number of educational and health enterprises in the community. Sixty-three mothers of their organization folded and mailed 1,500,000 Christmas seals in their cooperation with the anti-tuberculosis work. They also actively cooperated with the local medical association in the drive for diphtheria immunization throughout the schools.—MRS. FRANK S. ROOT, 4208 Sheridan, Des Moines.

Utah

Overcoming obstacles of meeting and transportation, the Granite District parent-teacher associations, with the cooperation of school authorities, have founded a women's chorus of more than 300 voices, which is the only chorus of its kind in Utah.

The chorus began with a trio of voices in 1931 at the instigation of the district president. Since that time it has grown until it embraces every school in the district. Each school has its own organization which includes a president, a parent committee member, a teacher committee member, a secretary-treasurer, a librarian, a director, and an accompanist, and each chorus acts as an individual unit except when they meet together.

The chorus was formed with the idea of promoting greater unity between the home and the school, as well as a social opportunity for mothers. Since its inception it has met with the whole-hearted cooperation and commendation of the entire district. The supervisor of music in Granite District has acted as general director, selected the music, and trained the local directors.

The original trio sang at a Granite P.T.A. council meeting early in 1931, and by the spring of the same year the chorus had grown to fifty voices. By October, 1931, when the chorus was called upon to sing at the Granite District Teachers' Institute, its membership had increased through the summer to 100 voices. The growth has never ceased. From the original three members it has grown to its present membership of 350. It has performed at numerous district meetings, the convention of the Utah Congress of Parents and Teachers, and the Utah Education Association.

On October 23, the chorus assembled in the famed Salt Lake City Tabernacle where, to the accompaniment of the pipe organ, they presented a radio broadcast over station KSL, celebrating the third anniversary of the Utah Congress "on the air."

The Granite District Board of Education, through the adult education plan, granted the chorus \$100 for music, and permits the use of the school buses at a minimum cost, enabling P.T.A. officers to overcome the greatest obstacle, that of rural transportation. Music belonging to the district is also accessible to the chorus. A music festival presented by the chorus financed the first year's music supply.

A male chorus is being organized at the present time which will include in its membership all the men teachers and principals in the district and as many male members of the P.T.A. as can be induced to participate. The objective in this new venture is for a membership of about 200 voices.

On November 7 of this year, the chorus organization presented a music festival in which the male chorus section presented several numbers, also the women's chorus, and the entire ensemble of over 500 voices.—MRS. GEORGE Q. CANNON, District Music Chairman, 3066 South State Street, Salt Lake City.

STATE MEMBERSHIP AWARD

Seminole High School Parent-Teacher Association of Sanford, Florida, is this year's winner of the silver cup awarded each year to the local association in the state having the greatest increase in membership.—MRS. F. E. ROUMILLAT, President, Seminole High School P.T.A., 910 Palmetto Avenue, Sanford.

Adelaide Steele Baylor

1865—1935

WITH deep sadness, we record the death of Dr. Adelaide Steele Baylor, our National chairman of Homemaking, at Emergency Hospital, Washington, D.C., on December 18, after a month's illness.

Dr. Baylor had served as Chief of the Home Economics Education Service in the Vocational Division of the United States Office of Education (formerly under the Federal Board for Vocational Education), from 1923 until her retirement on November 1, 1935. Death followed close upon cessation from active service in the work she loved so much.

Dr. Baylor made many friends in her years as teacher of elementary and high school classes, high school principal, superintendent of schools, state supervisor of home economics, and federal agent for home economics in the southern and central regions for five years. Those who had an opportunity to know her valued her sense of justice, her loyalty to a cause, to her co-workers, and to her friends.

Since 1932 Dr. Baylor had been a member of the Board of Managers of the National Congress, in her capacity as Homemaking chairman. She rendered the Congress invaluable service in guiding the activities of lay workers in education for homemaking, counseling and advising with them constantly, giving them the benefit of her wide experience and keen insight into their homemaking problems. Her leaflets, "Homemaking" and "Homemaking Outlines for Study Groups," and her program outlines in the NATIONAL PARENT-TEACHER MAGAZINE have been widely used by parent-teacher workers.

A native of Wabash, Indiana, Dr. Baylor was educated at the University of Michigan, the University of Chicago, and Columbia University. In 1928 she received an honorary degree from Stout Institute, Menomonee, Wisconsin. A pioneer of her sex in the field of education, she had the distinction of being the only woman life member of the American Vocational Association. Since 1917 she had been secretary of the National Council of Education, and had previously served as president of the National Council of Administrative Women in Education and of the elementary section of the National Education Association.



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BULLETIN BOARD

February 19-22—The 1936 Con-
vention of the National Voca-
tional Guidance Asso-
ciation, St. Louis.

February 22-27—Meeting of the De-
partment of Superintendence of
the National Education As-
sociation, St. Louis.

February 27-29—National Confer-
ence of the Progressive Educa-
tion Association, Chicago.

A PARENT-TEACHER PROGRAM

Art in the Life of the Child

Outlined by Elizabeth Wells Robertson

"It is the treating of the commonplace with the feeling of the sublime
that gives to art its true power."—J. F. MILLET.

PROGRAM (30 minutes)

In charge of Program, Art, or Recreation chairman

1. Talk by Art Supervisor or Art Teacher: What Does Art Training in Our Schools Mean to Your Children?

(Suggestions for treatment of this
subject: a survey of the art work in
the school, an explanation of what is
being done to acquaint the home with
the art work of the school, and a talk

by the art supervisor if there is one
in the school system, or by the head
of the art department in the school in
which the meeting is being held, using
the children's work for illustrations.)

2. A Discussion: What Our Community Is Doing to Contribute to Art Appreciation

1. What are our local art organiza-
tions?
2. Is there a museum in our city? Does
it offer definite educational activities
for both children and adults? Does
it offer gallery tours to acquaint the
children and their parents with the
treasures of the institution? Does it
offer extension lectures?
3. What is our community doing to
abolish untidiness in rubbish heaps,
automobile graveyards, vacant lots,
billboards, and other ugly spots?
How can our parent-teacher asso-
ciation be of influence in the elimina-
tion of unsightly places?

"From the days of cave painters in
Altamira, and doubtless long before,
human life and conduct have been
swayed by consideration of beauty.
The relative importance of this aes-

thetic factor has varied from age to
age, even from generation to genera-
tion. . . . The arts touch the individual
in childhood, maturity, and old age, on
his job, in his home, in his social life,
and in his inner life. They may affect
him in various ways: through his own
creation of an object of beauty;
through his rendition of the works of
others, as in music; through the purely
receptive enjoyment of beauty, not
only in the conventionally recognized
arts of painting, architecture, and
sculpture, but also as it is manifested
in a finely designed motor car, a har-
monious room, or a broad vista."—
THE ARTS IN SOCIAL LIFE, by Freder-
ick P. Keppel, from Recent Social
Trends, a report of Ex-President
Hoover's Research Committee on
Social Trends.

3. Reports from Committees Previously Appointed to Study Certain Phases of Local Art Conditions

1. What does our community offer in
the way of collections, both private
and public?
2. What sculptured statues and mem-
orials are there in our community?
3. What has our community to offer in
the art department of the public li-
brary?
4. What has our community done in
group gardening for civic beautifica-
tion?
5. Does our community cooperate in
highway and roadside planting?

References

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tion. New York: McGraw-Hill Com-

pany. \$5.
Jacks, Lawrence Pearsall. *Education
of the Whole Man*. New York: Har-
pers. University of London Press.
\$1.75.
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urban Garden*. New York: Macmil-
lan. \$3.50.
Post, Emily. *Personality of a House*.
New York: Funk & Wagnalls. \$4.
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York: Doubleday, Doran. \$2.50.
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Pictures*. Chicago: American Libra-
ry Association. 50 cents.
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Sargent, Walter. *The Enjoyment and Use of Color*. New York: Scribners. \$2.
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Trilling, Mabel B., and Williams, Florence. *Art in Home and Clothing*. Philadelphia: Lippincott. \$1.96.
Whitford, William G. *An Introduction*

to Art Education. New York: D. Appleton-Century. \$2.25.
"Unless there is clearly established a growing and lasting interest in the contributions of art in daily living, there is little assurance that art will occupy its rightful place as a source of joy and pleasure; as a basis for judging in the world of selection, combination, and arrangement; and as a stimulus for the establishment of good taste."—ART TRAINING THROUGH HOME PROBLEMS, Russell & Wilson, Manual Arts Press, Peoria, Illinois.

SOCIAL PERIOD

Plan a tea to conform to the general scheme of your exhibition. If you assemble Colonial art, early American glass, quilts, coverlets, samplers, etc., have your assisting hostesses in Colonial costumes. If your exhibit relates to another country, borrow peasant

costumes of that country. Italian, Polish, Scotch, Swiss, Czechoslovakian costumes are all colorful and lend a fine atmosphere to your meeting. Chinese and Japanese articles of dress are also gay and beautiful. Or, try contrasting antique and modern art.

PROJECTS

Visit art exhibits of children's work in the school. Let the school know of your interest in art as a valuable subject in the curriculum.

Assemble in the school for the evening of your meeting, or for a longer period, objects of beauty loaned by individuals in the community. If your unit is in a foreign neighborhood make collections of interesting objects of art from the countries represented. Let these collections be of paintings, things of beauty for the home such as laces, needlework, weaving, glass, dishes, silver, or any others character-

istic of the crafts of the community.

Cooperate with various other organizations in your community and invite them to view your exhibits. These organizations may be: the American Association of University Women, General Federation of Womens Clubs, Rotary Club, Kiwanis Club, Lions Club, Business and Professional Womens Clubs, and the Grange.

Outline plans by which all these agencies in your community working together may help make your community a more beautiful place in which to live.

Local Congress units may develop as many of the numerous fine suggestions in this program as time and resources permit.

MORE HELPS FOR STUDY GROUPS

IN ADDITION to the Parent Education Study Course and the Parent-Teacher Program which appear each month in this magazine, there are always other features which will serve as the basis for helpful and stimulating discussion in study groups or parent-teacher associations either to supplement the study course or program or to use in place of either. In this issue, for instance, the following will be of particular interest to groups wishing to discuss situations which arise in dealing with children of various ages:

FOR PRESCHOOL GROUPS

"To Dress Our Baby Bunting In," by Barbara Schwinn. Page 19. With the material on this page as a starting point, it will be helpful to many young mothers to take up the question of the basic facts to be kept in mind in purchasing clothes for the infant. Together the group might plan layettes of varying costs, not forgetting, of course, the other essential articles of clothing which were omitted

from this page as this material was dealing in large part with styles of the outer garments.

FOR GRADE SCHOOL GROUPS

"First Aid in Home and School," by Harold H. Mitchell. Page 8. This article lends itself easily to a discussion not only of the fundamental principles of first aid but also to an exchange of ideas concerning how the teaching of methods of first aid in the school can be carried over into the home. The playlet which forms part of this article will, we venture to say, be used as a feature of many P.T.A. meetings.

FOR HIGH SCHOOL GROUPS

"Advising Young People on Marriage," by Robert G. Foster. Page 6. This article on what factors specialists consider essential in advising young people about marriage and family relationships will be of help to many parents who find themselves in the same position. Many valuable group discussions can be based on it.



You don't have to scrub and scour with smelly disinfectants to insure a clean, safe toilet. Sani-Flush is made especially to do this job for you. It is quick, thorough and harmless. It is odorless. It makes the bowl glisten like new . . . kills germs . . . purifies the hidden trap that no amount of scrubbing can reach.

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By Dr. Josephine Hemenway Kenyon
Resident Physician at BABIES' HOSPITAL, New York, under Dr. Holt

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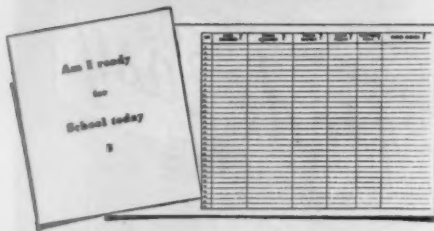
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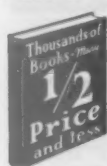
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COME TO MILWAUKEE

For the 1936 Convention

National Congress of Parents and Teachers

MILWAUKEE, attractive and beautiful and noted for its spirit of genuine hospitality, is the scene of the 1936 Convention of the National Congress of Parents and Teachers, May 11-15.

According to Indian legend, early Milwaukee was a village of tepees, inhabited by braves who had buried their warring hatchets and come to live in peace and contentment where three rivers—the Milwaukee, Menomonee, and Kinnickinnic—converging in the waters of Lake Michigan brought beaver, mink, and otter to the waiting traps of Milwaukee's first residents. The growth of this city from an outpost Indian trading post to its present size as the twelfth most populous city in the United States, as metropolis of Wisconsin, in less than four generations is one of the marvels of the twentieth century.

Milwaukee is known as the most law-abiding large city in the United States. Statistics show less crime in Milwaukee in proportion to population than in any other large American city. This is a great tribute to the character of its citizens, but it is also a tribute to the swift manner in which courts administer justice, and to efficient city administration.

It is easy to get to Milwaukee. Its central location makes it accessible from all parts of the United States at surprisingly low travel rates. You can come to Milwaukee by an overnight train ride or less; by automobile over a network of fine hard-surfaced highways; by steamship over Lake Michigan which affords ferry and overnight service; by airplane over Lake Michigan or over land and arrive at a modern municipal airport only three miles from downtown Milwaukee.

Delegates and visitors to the National Congress will enjoy the farsightedness of Milwaukeeans who planned the business area. You will like especially the way in which the hotels, theaters, restaurants, and stores are all situated conveniently to each other.

Milwaukee has many parks and playgrounds scattered throughout the city covering an area of more than 1,500 acres. These parks offer a variety of interesting scenery and recreation. The city is also circled by a park development plan which follows the lake shore and the courses of the rivers, and a wide concrete driveway extends along five miles of the lake shore from Juneau Park in the heart of the city to Lake Park near the north limits.

Milwaukee is proud of being the

healthiest and safest city in the United States. Here there is less waste of life and health than in any other city of its size. Milwaukee is the only city to have been awarded twice the first place in both the health conservation contest and the fire loss contest conducted by the Chamber of Commerce of the United States.

As an educational center, Milwaukee is proud of its schools and colleges. Marquette University, in its fine buildings, welcomes students from all over the world. In addition to its graduate school and high school, special courses in liberal arts, journalism, business administration, law, engineering, medicine, music, and nursing may be followed. The Vocational School is one of the foremost of its type in the world. It enrolls 35,000 persons and has a faculty of 269. There are seventy different courses for boys and men and thirty-five for girls. Then there is the Milwaukee Downer College, an accredited women's college, and the Extension Department of the University of Wisconsin.

The city educational system contains 106 units including eighty-five elementary schools, five junior high schools and six senior high schools, four combination junior and senior high schools, four junior technical high schools, and two technical high schools. Seventeen full-time and four part-time social centers and sixty-eight playgrounds of which fifty-nine have supervised play are also operated by the Extension Department of the Milwaukee Public Schools. Milwaukee's social center activities and playgrounds are recognized throughout the country as a model organization.

Occupying an entire block in the downtown area is the new \$10,000,000 courthouse as an example of modernity. It is one of the buildings of a proposed civic center. The Milwaukee Auditorium, a municipal building, occupies a square block and contains seven meeting halls under one roof. It has a total seating capacity of approximately 15,000 persons. The Public Library and Museum occupies a beautiful building opposite the Court of Honor. It has a magnificent collection of historical relics and scientific curios. It is particularly noted for its early American characterizations and for its collection of Indian articles. The Layton Art Gallery and the Milwaukee Art Institute have very fine permanent collections and also traveling exhibitions of art.

You will enjoy visiting Milwaukee!

BOOKSHELF

by WINNIFRED KING RUGG

A MEMORIAL to Edith D. Dixon, pioneer in parent education, appears in the form of a small volume containing fifteen of Miss Dixon's articles for the guidance of parents.

In 1928 Miss Dixon became Extension Specialist in Child Training and Parent Education at the New Jersey State College of Agriculture, Rutgers University. She brought to that work a background of study and experience gained as principal of the Brush Hill School in Milton, Massachusetts, Superintendent of Mary Crane Nursery and Health Center at Hull House, Chicago, one of the earliest recipients of the Laura Spelman Rockefeller Memorial scholarship in parent education, and assistant professor in charge of the extension program of the Institute of Child Welfare at the University of Minnesota.

It was her intense conviction that the task of educating children includes the education of their parents. Therefore, it has seemed to her friends that the best memorial to her is to make it possible for parents all over the country to have access to her work. This may be done best by obtaining the memorial volume of collected TALKS WITH PARENTS, by Edith D. Dixon, with an introduction by Flora M. Thurston and questions for discussion and book lists prepared by Marion F. McDowell and Phyllis S. Davis (New Brunswick, New Jersey: The Extension Service, New Jersey State College of Agriculture, Rutgers University. \$1.25). The talks are also available as individual bulletins (single copies free to citizens of New Jersey; to other persons, 6 cents; more than ten copies, 4 cents each).

The following list gives the subjects covered and the bulletin numbers:

1. The Home Atmosphere—Its Effect on Children # 147
2. The Cooperative Family # 148
3. Do Fathers Enjoy Their Children? # 149
4. Children's Questions and Parents' Answers # 150
5. Sex Education # 81
6. Helping Children to Meet Life with Courage # 151
7. Children's Responsibilities # 152
8. Helping the Quarrelsome Child # 153
9. Why Children Disobey # 154
10. Early Training Toward Truthfulness # 155
11. Why Children Differ # 156
12. Children's Friendships # 157
13. Your Family's Leisure Time # 158
14. Backyard Play # 91
15. Selecting Toys Wisely # 159

RELIGIOUS EDUCATION

The important subject of religious education is presented in a book called RELIGIOUS EDUCATION AS CHARACTER TRAINING, by Leonid V. Tulpa. The distinctive feature of Mr. Tulpa's treatise is his definition of religion as a series of attitudes toward God and man. These attitudes—of reverence, loyalty, and devotion to God; of devotion, affection, compassion, altruism, duty, cheerfulness, and courage in relation to man—can be inculcated, as the author shows, by church, home, school, community, and the cinema, radio, and press. Chief among the agencies which share the responsibility of the church Mr. Tulpa places the home. He outlines definite ways in which right attitudes may be developed. The

conciseness, the absence of sectarianism, and the utter freedom from an emotional appeal are noteworthy characteristics of the manner in which the subject is treated.

Copies may be obtained at the price of \$1.50, by application to the author, at the Rectory School, Pomfret, Connecticut.

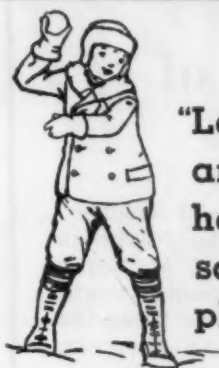
• • •

HISTORY OF THE JUNIOR HIGH

The junior high school is a comparatively new part of the American school system, and even in towns where it has been established it is still, sometimes, under fire. Frank Forest Bunker, formerly Superintendent of the Public Schools of Berkeley, California, and now editor of the Carnegie Institution, has written an historical study called THE JUNIOR HIGH SCHOOL MOVEMENT—ITS BEGINNINGS (Washington, D. C.: W. T. Roberts Co. \$2.50). He traces the history of the beginnings of the system in this country from the discussion started by Charles W. Eliot in 1888 when he said that young people spent too many years in school. Mr. Bunker's term of service in Berkeley occurred at the time when the schools of that city were recognized on the junior high, "six-three-three," basis. In January, 1910, two junior high schools were established in Berkeley; in March of the same year Columbus, Ohio, reor-



The jovial Barkis as drawn by Thomas Fogarty for *People from Dickens*



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We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company.....	25
Bell & Howell Company.....	39
Bon Ami Company, The.....	29
J. & J. Cash, Inc.....	45
Chicago Roller Skate Company	33
Children's Play Mate Magazine	43
Clarkson Publishing Company	46
General Electric Company.....	31
Chr. Hansen's Laboratory, Inc.	44
H. J. Heinz Company	
.....35 and 4th Cover	
Hills Bros. Company.....	43
Johnson & Johnson.....	3
W. K. Kellogg of Battle Creek	
.....2nd Cover	
Little, Brown & Company.....	45
Macmillan Company, The.....	47
McKesson & Robbins, Inc.....	27
New York Life Insurance Company	
.....3rd Cover	
Parke, Davis & Company.....	23
Sanforized-Shrunk	41
Sani-Flush	45
L C Smith & Corona Typewriters, Inc.	33
Standard Brands Incorporated	37
2 in 1—Shinola—Bixby Corporation	46

ganized on a junior high basis, following a try-out in the Indianola School of that city begun the previous fall.

Mr. Bunker has effectively presented the arguments for junior high schools, such as breaking secondary education into two divisions suited to the physical and psychological growth of the pupils, introducing more men teachers, keeping more children in school after the elementary period, and permitting the work of senior high schools to be more intensive.

• • •

BOOKS FOR YOUNG PEOPLE

Rachel Field and Thomas Fogarty beckon boys and girls into the country inhabited by David Copperfield, Oliver Twist, Mr. Pickwick, and other beings created by Charles Dickens. PEOPLE FROM DICKENS, arranged by Rachel Field and illustrated in color and in black and white by Thomas Fogarty (New York: Scribners. \$2.50), is a beautiful book fit for any one's store of gifts, and a practically painless introduction to a writer whom boys and girls of this generation are inclined to ignore.

• • •

An excellent piece of work has been accomplished by Henriette Weber in retelling for young people the stories of famous operas. This service to music appreciation, performed by a radio lecturer and music critic of the New York *Evening Journal*, puts the stories of fifteen of the most famous operas in a form that will surely interest boys and girls between the ages of eight and fifteen, and is far from being too elementary for the attention of older readers. The book is THE PRIZE SONG, STORIES OF FAMOUS OPERAS (New York: Oxford. \$3), named for the first opera described, *The Mastersingers*, which was based upon the awarding of a prize for the best song submitted in a great music festival. Good features of the chapters are the introduction of many of the music themes, also the brief histories of the production of the operas, and spirited illustrations by Marie A. Lawson. A foreword on the history of the opera is by Dorothy Lawton, Music Librarian of the New York Public Library.

• • •

FAR TOWN ROAD, by Emma Gelders Sterne (New York: Dodd, Mead. \$2.50), contains five three-act plays, intended not only for acting but for reading. The plays are unusual in their imaginative quality and language, and belong to the realm of history or faery which the author has so often brought near to young people in her stories. "The Puppet of Papa 'Tero" is based on a Spanish anecdote of the seven-

teenth century; "The Reluctant Dragon" was suggested by a chapter in Kenneth Grahame's *Dream Days*; "The White Blackbird" had its origin in Alfred de Musset's *Le Merle Blanc*; "Jeanne d'Arc" speaks for itself; and "Green Mansions" is a dramatized version of W. H. Hudson's famous book. By reading or acting these plays high school boys and girls may indeed travel a "far town road." Reginald Birch is the illustrator.

• • •

If the larger encyclopedias happen to be too large for the family pocket-book, children need not go without aid to home study when the one-volume MODERN ENCYCLOPEDIA FOR YOUNG PEOPLE (New York: William Collins' Sons. \$2.50) is available. Since it is impossible to deal adequately with all subjects in a single volume of 750 pages, the editors have paid most attention to scientific subjects, the world about us, and answers to the questions children ask, though history and art are also included. The book is profusely illustrated.

• • •

CONCISE BIOGRAPHICAL DICTIONARY, by H. L. and P. K. Fitzhugh (New York: Grosset & Dunlap. \$1), is also planned to help school children to information that they need in preparing their lessons. The 500 names included were selected from lists of the names encountered by high school pupils in their four-year course.

• • •

Three-dimensional illustrations of birds and animals are made possible by means of the "Orthovis" process of printing and the use of an optical device called the "Orthoscope," which accompanies each copy of the books published by the Orthovis Company, 1328 Wabash Avenue, Chicago.

These books include the FOOT PRINT SERIES of eight books adapted for the fourth to the sixth grades—Set No. 1, *The Lion, The Bear, The Deer, Wild Sheep and Goats*; and Set No. 2, *Wild Oxen, Strange Animals, Monkeys and Apes, and Giants of the Animal Kingdom*. (\$1.00 per set; full cloth board binding, 50 cents per title.)

The Field Museum of Natural History has cooperated in this undertaking, and H. B. Harte, of the Museum staff, has written the text.

FOOT PRINT SERIES manuals (10 cents each) may be obtained for the help of the teacher.

Other "Orthovis" publications are THE ANIMAL KINGDOM and THE BIRD KINGDOM (\$2 per copy), and MAMMOTH CAVE (\$1.50 per copy).

There are special rates for larger numbers of copies of all Orthovis books.